



# York University Senate Notice of Meeting

Thursday, 25 April 2024, 3:00– 5:00pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

## AGENDA

Page

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

10min

20min

### Committee Reports

- 5. Executive Committee (L. Sergio) ..... 1
  - a. Consultation with Senate Following the End of the Disruption of Academic Activities
- 6. Academic Policy, Planning and Research (A. Davis) ..... 9
  - a. Establishment and disestablishment of academic units, AMPD
- 7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) ..... 32
  - a. Establishment of Advanced Management Diploma (Type 2), Schulich School of Business (Appendix A)
  - b. *Senate Academic Conduct Policy*: Draft (For discussion and input)
- 8. Tenure and Promotions (S. Bohn)
  - a. 2022-2023 Annual Tenure & Promotions report ..... 104
- 9. Other business

15min

15min

30min

10min

### Consent Agenda

- 10. Minutes of the Meeting of 28 March 2024 ..... 110

Pascal Robichaud, Secretary

## Executive Committee – Report to Senate

At its meeting of 25 April 2024

### FOR INFORMATION

#### **a. Senate Executive and the Disruption of Academic Activities**

The Senate Disruptions Policy requires that the Executive Committee consult with Senate as soon as possible after the end of a Disruption [Section 3.3.4.2]. On 19 April 2024 the Executive Committee declared the labour disruption ended. Executive is reporting to Senate on the end of the disruption at this meeting of Senate to fulfil its responsibilities defined in the Senate Policy.

A final chronology of the Committee’s meetings and decisions prior to and during the academic disruption that began 26 February 2024 has been updated to incorporate all meetings, e-mail canvasses and decisions. See Appendix A for details.

Communication of disruption-related decisions taken by the Executive Committee under the authority of the Disruptions Policy were provided to Senators and posted on the Senate [Labour Disruptions Information](#) website throughout the duration of the strike.

Senators are asked to note and confirm with fellow instructors as necessary that the FW’23 and Winter term 2024 course completion options and related deadlines that have been authorized by the Committee during the disruption *remain in effect through to the end of the remediation period, on 26 May 2024.*

Members of the Executive Committee made exceptional commitments on behalf of Senate as they oversaw implementation of the Disruptions Policy. They devoted many hours to frequent and lengthy meetings and participated in numerous e-mail consultations. Discussions were thorough, sophisticated and inclusive. Decisions were not always unanimous, but they were, we believe, sensitive and sound. As is practice, the Committee will reflect on matters of policy and procedure that arose during the disruption.

Although the Committee built on precedents from previous disruptions, establishing options for the completion of courses and finalization of grades is always complex. The timing of this strike created unique challenges. Vital and continuous assistance was provided to the Committee from the staff of the University Secretariat, Office of the Provost, the Vice-Provost Academic and Vice-Provost Teaching & Learning, Associate Deans and the Office of the University Registrar. Deliberations were enhanced by thoughtful input from Senators, the Deans and Principal, Faculty Councils, departments and programs. We are grateful for all the assistance.

Special appreciation is extended to Senators Kim Michasiw and Jessica Sutherland who joined the membership of Executive during the disruption in their role as Chair of the *Academic Standards Curriculum & Pedagogy Committee (ASCP)*, and *Senate Appeals Committee (SAC)* respectively. We also wish to thank Senator Fernandez for his steadfast guidance to the Committee as University Registrar, and we offer him best wishes as he moves on to a new position at a peer university.

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

### **b. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate**

Senate Executive has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. All terms begin 1 July 2024. Information about membership opportunities and committee meeting times has been posted on an [Elections](#) page on the Senate website, including the [criteria](#) for all positions.

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online [form](#) is available for the purpose of suggesting the names of individuals. Questions on this process may be communicated directly to Cheryl Underhill, Senior Assistant Secretary of the University ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

### **c. Review of Faculty Council Rules and Procedures**

The Executive Committee approved changes to the rules and procedures for the Faculty Council of Glendon, which introduces a revised quorum for Council committees, changes to committee membership rules and student membership on several committees. The revisions were deemed necessary to address the marked decline in student participation in Council governance and sustain the ability of committees to deliver their mandate.

*Poonam Puri, Chair*

*Lauren Sergio, Vice-Chair*

**Senate Executive Committee  
Chronology of Meetings and Actions  
2024 CUPE Disruption**

<p><b>February 6</b> Regular meeting of Executive</p>	<p>Committee provided notice of the possibility of a strike by CUPE 3903 as the parties could be in a legal position for a work stoppage as early as 22 February 2024.</p>
<p><b>February 23</b> Special meeting of Executive</p>	<p>With a strike appearing possible within days (“imminent” in the words of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes), the Committee held a special meeting. At this meeting the Committee:</p> <ul style="list-style-type: none"> <li>• reviewed the Policy</li> <li>• confirmed recommendations supporting the continuation of classes in the context of a disruption</li> <li>• signed off on communications to be issued when a strike appeared imminent (on February 23) and the first day of a strike if one commenced on February 26</li> </ul>
<p><b>February 27</b> Special meeting of Executive</p>	<p>At a special meeting, the Committee began to actively monitor the disruption and to discharge its responsibilities in accordance with Senate Policy. The Chair confirmed that the University Registrar had been requested to inform and update relevant external bodies about the Disruption and use best efforts to have external deadlines extended as necessary, and that the Dean of Libraries was notified of their role to disseminate information about the impact of a Disruption on access to collections and services.</p> <p>A preliminary discussion was held with the University Registrar about pressure points in the Winter term sessional dates and possible options for schedule changes should they be necessary.</p> <p>An extension of the deadline to drop courses without academic penalty was approved. [<i>Decision was thereafter communicated to Senate and posted on Senate site</i>].</p> <p>The Secretary reported that collegial governance activities have been largely unaffected to date.</p> <p>A decision was taken to call a special meeting of Senate for the purpose of consulting Senate as the committee continues to discharge its mandate of overseeing the process of directing and implementing necessary remedial actions.</p>
<p><b>February 29</b> Special Senate meeting</p>	<p>Senate was convened in conjunction with Executive’s responsibilities under the Senate Disruptions Policy to consult with Senate as it continues to discharge its mandate under this policy. Executive reported actions taken by Senate Executive prior to and since the beginning of the disruption that began on 26 February 2024.</p>

	<p>A discussion was facilitated on the academic implications of the disruption in which questions, views and suggestions for Executive to consider in its role were shared by Senators.</p>
<p><b>March 4, 2024</b>  Special Executive meeting and Communication</p>	<p>The Committee issued a communication declaring that the Disruption that began on 26 February had exceeded one week in length.</p> <p>The Chairs of ASCP and SAC joined the membership of Executive for the duration of the disruption.</p> <p>At the special meeting, Provost Philipps reported that:</p> <ul style="list-style-type: none"> <li>• as of March 4 preliminary data in the online TIMS course repository (for both undergraduate and partial graduate courses) showed that 69 per cent of primary course meets were active and 31% suspended; active course percentages vary by Faculty (ranging from 43 to 95%); in only two Faculties is the active course list at or under 50%</li> <li>• of active courses, 89% are being delivered in person, 11% through remote delivery;</li> <li>• placement courses in Education and Nursing have been suspended, causing signification interruption for students</li> <li>• WIL and internships in other programs appear to be continuing</li> </ul> <p>The Committee reflected on discussion of disruption-related matters at the special Senate meeting on 29 February.</p> <p>Executive reviewed an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2018. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.</p> <p>Course completion options and modifications agreed to were announced in the Executive Communication of <a href="#">4 March 2024</a>.</p>
<p><b>March 6, 2024</b>  Special Executive meeting</p>	<p>At the special meeting the Vice-Provost Academic reported that the primary data on course delivery status had not materially changed since 4 March, noting that updated information from instructors continue to be added to TIMS.</p> <p>The Committee agreed to several options for students / courses:</p> <ul style="list-style-type: none"> <li>• Changes to the number, kind and weight of assignments (<i>effective 17 March 2024</i>)</li> <li>• Temporary broadening of the Senate Policy on Pass / Fail Grades (deadline and increased credit maximum by 6)</li> <li>• Move an exam from the remediation Exam period to the last class of the revised schedule + waiver of the 20% rule for this scenario only</li> <li>• Temporary modification to course evaluations process, permitting instructors to decide if they want evaluations to proceed in their courses</li> </ul>

	<p>Motions on the suspension of classes and excluding course evaluations from T&amp;P files approved by a Faculty Council were reviewed and ruled upon; former ruled out of order and the latter deemed moot in light of the temporary change to the course evaluation process for the winter term.</p>
<p><b>March 7, 2024</b> Communication</p>	<p>The Committee issued the <a href="#">document</a> “Completion of Courses and Finalization of Grades.”</p>
<p><b>March 11, 2024</b> Special Executive meeting</p>	<p>At the special meeting the Vice-Provost Academic reported that:</p> <ul style="list-style-type: none"> <li>• as of March 8 data in the online TIMS course repository (for both undergraduate and partial graduate courses) showed 66% of primary course meets were active and 34% suspended, with continued variation by Faculty on active course percentages; the proportion of online delivery of courses increased to 15%</li> <li>• gate counts at the Scott Library are down from &gt;45,000 visits daily pre-strike to approximately 17,000; owed in part to online delivery of courses</li> </ul> <p>The received and discussed a report from the Vice-Provost on Course Suspension Requests as of 8 March, noting those approved and rejected by Faculty and the decanal approach being exercised.</p> <p>Review of course options, length of term and summer term planning resumed. The separate category of courses with lectures continuing but labs/ tutorials suspended and options available to these “decoupled” options were discussed. It was confirmed that tutorial and labs will be rescheduled in the remediation period upon the conclusion of the labour disruption, and exams for these courses – and by students who did not attend courses – will be written in the remediation exam period.</p>
<p><b>March 12, 2024</b> Communication</p>	<p>The Committee issued an expanded communication on Completion of Courses and Finalization of Grades, dated <a href="#">12 March 2024</a> providing:</p> <ul style="list-style-type: none"> <li>• fuller information on meaning of remediation to assist students</li> <li>• new information on options for decoupled courses.</li> </ul>
<p><b>March 14, 2024</b> Special Executive meeting</p>	<p>Received an oral report from the Vice-Provost Academic on the impact of the disruption; noted that 647 individual assignments have been resumed by CUPE members through back to work declarations.</p> <p>Review of course options, length of term and summer term planning continued. Committee agreed that courses where the lectures are continuing but labs are suspended, instructors may determine if it is appropriate for students to write the final exam in the existing examination schedule with the requirement that students complete the labs when they are held in the remediation period.</p>
<p><b>March 19, 2024</b> Regular Executive meeting</p>	<p>Received an oral report from the Vice-Provost Academic on the impact of the disruption noting that the primary data on course delivery status had not materially changed since 14 March, with the exception that the proportion of online delivery of course had increased to 25%</p> <p>Committee discussed a request from a group of Senators for a policy statement from the Committee to the University community pertaining</p>

	<p>to the role of instructors in determining the academic integrity of a course during a disruption, or an alternative request for a motion on the matter to proceed to a special meeting of Senate. Executive agreed to provide a statement, with views on its content expressed to be finalized by members by email and issue to the Senate and the community.</p> <p>Received and discussed an approved motion from the FGS Faculty Council expressing a set of considerations to be weighed in remediation planning pertaining to graduate courses and programs.</p> <p>Approved a fuller set of options for completing courses and finalizing grades, including:</p> <ul style="list-style-type: none"> <li>• that the remediation period will be reduced by a minimum of one week, with a two-week reduction to proceed to Senate for approval</li> <li>• assessed grades with defined terms</li> <li>• that S1 summer term will continue on schedule, with SU and S2 terms to be delayed</li> <li>• instructors can deliver academic activities online during the remediation period as a form of accommodation to students who did attend course activities in-person and /or who may have other extenuating circumstances after April owing to the disruption</li> <li>• encouraging instructors exercise their discretion generously in the consideration of requests for deferred standing</li> </ul>
<p><b>March 20, 2024</b> <b>Communication</b></p>	<p>The Committee issued an updated <a href="#">communication</a> on Completion of Courses and Finalization of Grades conveying decisions and information from 19 March meeting.</p>
<p><b>March 22, 2024</b> <b>Communication</b></p>	<p>In response to a request from a group of Senators, the Executive Committee issued a <a href="#">communication</a> conveying its understanding of Senate policy on matters of maintaining the academic integrity of courses during a disruption as discussed at its 19 March meeting.</p>
<p><b>March 28, 2024</b> <b>Senate meeting</b></p>	<p>At the regular March meeting, Senate voted on and approved a reduction in the length of the Winter 2024 term by two weeks.</p>
<p><b>April 2, 2024</b> <b>Special Executive meeting</b></p>	<p>Received an oral report from the Vice-Provost Academic on the impact of the disruption noting the increasing concern and anxiousness of students about their ability to complete courses this term, with specific mention of the challenges being faced by international students.</p> <p>Review of course options, length of term and summer term planning continued. Authorized the following actions:</p> <ul style="list-style-type: none"> <li>• designating the April 9 study day available for make-up classes / course activities as needed</li> <li>• adding to the assessed grade option, where 60% of course work has been completed, the possibility of re-weighting assignments to meet 70% threshold, and /or meeting exceptional circumstances at the decision of the course instructor</li> <li>• extended applicability of the late course withdrawal option to FW'23 full-year courses and the deadline to the last day of classes in the remediation period</li> </ul>

	<ul style="list-style-type: none"> <li>encouraging instructors to exercise flexibility as appropriate to permit students to concurrently enrol in a Summer 2024 course(s) if they are completing a prerequisite course in the FW'23 or W '24 term.</li> </ul>
<b>April 3, 2024</b> Communication	The Committee issued an updated <a href="#">communication</a> on <i>Completion of Courses and Finalization of Grades</i> conveying decisions and information from 2 April 2024 meeting.
<b>April 4, 2024</b> Email canvass	In an e-mail consultation, members confirmed plans to proceed with the SU term with adjusted dates but the existing length of term preserved.
<b>April 5, 2024</b> Communication	The Committee issued an updated <a href="#">communication</a> on <i>Completion of Courses and Finalization of Grades</i> conveying decision that the SU term is proceeding on the adjusted dates May 21 – August 14, 2024, with the exam period following on August 16 – 23, 2024.
<b>April 8, 2024</b> Special Executive meeting	<p>The Committee reviewed <i>FGS Remediation Options for Graduate Courses / Students</i> transmitted by the FGS Dean and Faculty Council for consistency with the overall remediation framework for undergraduate courses and students. With suggested revisions to preserve instructors' discretion for decisions based on academic integrity, the Committee approved the options for graduate courses / students.</p> <p>Approved an extension of the deadline for all eligible students to choose an assessed grade to the last day of the remediation final examination period. Updated the conditions for the existing assessed grade option.</p>
<b>April 10, 2024</b> Communication	The Committee issued an updated <a href="#">communication</a> on <i>Completion of Courses and Finalization of Grades</i> conveying decisions and information from the 8 April meeting 2024 meeting.
<b>April 16, 2024</b> Regular Executive meeting	<p>With word of a tentative settlement reached days before, the Committee discussed remediation plans. It defined the length and timing of the remediation period to be announced upon ratification of the settlement by CUPE 3903. It also agreed to the need for the virtual delivery of academic activities in the first two days of remediation period to facilitate the necessary administrative arrangements for in-person activities to resume where instructors decide.</p> <p>It also agreed to provide Associate Deans with expanded guidance on the parameters of the exceptional circumstances option for assessed grades, advising that:</p> <ul style="list-style-type: none"> <li>Normally, for instructors to consider requests for exceptional circumstances that at least 60% of coursework should have been received and graded.</li> <li>In addition to the examples of extenuating circumstances given, any external condition that imposes a deadline on course completion (e.g., final dates for admissions decisions to programs at other institutions; expiration of students' housing arrangements; confirmed travel and family commitments)</li> </ul>
<b>April 17-18, 2024</b> Email canvass	As the result of an e-mail canvas initiated on April 17, the Committee agreed:



	<ul style="list-style-type: none"> <li>• that graduating students in the BSc and BA Computer Science and Computer Security programs be granted access to assessed grades in their Y 2023-2024 and W 2024 courses.</li> <li>• to permit a slightly extended remediation period for Osgoode to ensure completion of the courses for the accredited JD program</li> </ul>
<p><b>April 19, 2024</b></p> <p>Communications (2)</p>	<p>Prepared for issue upon confirmation of CUPE 3903 ratification of the tentative settlement, an updated communication on <i>Completion of Courses and Finalization of Grades</i> conveying decisions from the 16 April meeting and the email canvass between April 17-18 2024, notably the announcement of the remediation period dates and arrangements and confirmation that the FW'23 and W 2024 course completion options and related deadlines authorized by the Committee during the disruption remain in effect through to the end of the remediation period, on 26 May 2024.</p> <p>In a separate communication, the Committee declared an end to the disruption of academic activities that began on 26 February 2024.</p>

19 April 2024

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 25 April 2024

### FOR ACTION

#### a. Academic Restructuring within School of Arts, Media, Performance & Design

Having provided notice to Senate in March, APPRC recommends:

**That Senate approve and recommend to the Board of Governors, the following academic structural changes as a set of complementary and successive actions effective 1 May 2024:**

- a. **The establishment of a Department of Theatre, Dance, & Performance in the School of Arts, Media, Performance & Design (AMPD)**
- b. **The disestablishment of the following two existing academic units within AMPD:**
  - i. **Department of Dance**
  - ii. **Department of Theatre & Performance**

**And, that Senate approve:**

- c. **The transfer of the constituent academic programs and curricula from the two existing departments to the above-noted new department.**

#### **Rationale**

Being proposed is establishment of a new department in AMPD through the unification of two existing departments; the full proposal is attached as Appendix A. APPRC brings forward the recommendation to Senate with the full support of the Committee as a constructive and timely step to be taken to achieve needed efficiencies and foster opportunities for collaborative program delivery, curriculum and use of space. The proposed combining of Theatre and Dance parallels the earlier consolidation of graduate programming within the MA/PhD program in Theatre, Dance & Performance Studies.

There is unanimous support for this structural change from all members of both the Dance and Theatre & Performance departments, and there is strong interest among the colleagues to explore the new approaches to curriculum, pedagogy and scholarship it presents. A transition plan is ready to implement the new department structure for the planned effective date of 1 May 2024.

The Dean confirmed the careful academic planning that underpinned this initiative, which included a dual focus on preserving the academic integrity of the programming and nurturing program renewal to support financial sustainability. The Provost has also confirmed support for the revised structure, noting the multiple benefits it can yield. Their statements are included as supplementary documentation to the proposal in Appendix A.

**Approvals:** APPRC 29 February 2024 • AMPD Faculty Council 17 January 2024

# Academic Policy, Planning and Research Committee Report to Senate

## FOR INFORMATION

### **b. Markham Campus**

The Committee continues to be updated on planning and developments for the new Markham campus. The most recent report from the Interim Deputy Provost Markham provided current data on undergraduate and graduate applications and enrolment projections for the FW'24 academic year. 900 admission offers have been made from the 2700 applications; responses to date indicate promise of meeting projections. Conversion efforts are continuing to secure enrolments, including through the use of switch offers for students between the Keele and Markham campuses.

The vision for the Markham campus includes providing an experiential education opportunity for every student. All the undergraduate and graduate degree programs to be fully delivered on the campus (i.e., not the first-year Engineering core offering and the first-year Science programming) will have an experiential component. The undergraduate programs will have co-op components and the graduate ones will have internships. The Committee discussed with the Interim Deputy Provost the necessary capacity building to support the delivery of these components, including staff resources to arrange required external partnerships with employers. It was confirmed that an experiential education team is actively working on the plans, developing contacts, and building relationships with employers. The staff is also working in collaboration with colleagues at the Keele campus to ensure there is no competition occurring in this context.

On Markham campus readiness, taking occupancy of the new building by university staff is still anticipated for this June. The Committee viewed images of the building which contains design features to support pedagogy, inclusiveness and a high-quality student experience.

### **c. Planning for a Medical School**

With the Province's announcement in March of its support for the establishment of a school of medicine at the University, APPRC has begun preliminary academic planning discussions for establishing the school. It is a complex multiphase undertaking that includes a distinct accreditation process through the *Committee on Accreditation of Canadian Medical Schools* in addition to the University's internal governance approval processes. Key components of the initiative include program and curriculum development, defining the architecture of the new academic unit, academic resource planning, capital project(s) and capital resourcing, all proceeding through the respective Senate, Board of Governors and accreditation processes.

At its meeting on 18 April, the Committee provided reflections and input on an academic planning structure being developed to support the many aspects of the initiative. Views were shared on the intersections with APPRC, ASCP and Senate in the planning scheme.

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

In the discussion of the initiative with the Provost and Dean of the Faculty of Health, the Committee emphasized the importance of transparency in information and developing plans (particularly pertaining to resourcing and funding in the current challenging budget circumstances) and discussing with the community the questions it has about the significant new direction this school represents for the University. Providing full and clear information as early as possible was encouraged as an expectation of the collegium.

In keeping with its mandate to consult and bring recommendations to Senate on academic plans and major academic policies and to advise the President on the allocation of academic resources, APPRC will continue to report to Senate on developments in the creation of a medical school.

Andrea Davis  
Chair, APPRC

# **PROPOSAL**

**Establishment of a merged**

**Department of**

**Theatre, Dance,**

**&**

**Performance**

# PROPOSAL TO ESTABLISH A MERGED DEPARTMENT OF THEATRE, DANCE, & PERFORMANCE

## Executive Summary

The following is a proposal to merge AMPD's existing Departments of Dance and Theatre & Performance to establish a combined *Department of Theatre, Dance, & Performance*. The proposed merger is structural and administrative only, with no curricular changes to the Theatre or Dance programs contemplated at this time, with the obvious exception that the academic programs of the two existing departments would be moved into the new combined new unit, which would then be responsible for delivery of curricula. The anticipated effective date for the merger is May 1, 2024, in alignment with the 2024-25 fiscal year.

Some of the anticipated benefits of this merger include:

- a net reduction in overall service load for faculty members, and a reduction in administrative teaching offloads
- more streamlined governance and administration
- more efficient deployment of staffing resources and increased knowledge-sharing
- greater coordination and efficient sharing of teaching and studio facilities
- alignment with respected comparator institutions
- sustainability of academic programs

## Background

Founded by Grant Strate in 1970, the Department of Dance at York University is one of the oldest of its kind in North America and was the first in Canada. Besides offering the first Bachelors degree in dance history and criticism, until its recent merger with the Theatre Studies graduate program it also housed the only PhD program in Dance Studies in Canada. The nucleus of the department has consistently been its BFA in Dance, with its strength in choreography, performance, and education. At one time considered the largest and most comprehensive Department of Dance in Canada, it is also becoming the most diverse. This diversity is reflected in the wide array of curricular offerings in contemporary modern dance, ballet, and global forms such as West African dance, Philippine folk dance, and the art of breaking. The department's alumni from undergraduate and graduate programs have gone on to become leaders within Canada and beyond in the fields of dance making, dance education, arts administration, dance research, screendance and more. Faculty members in this department are award-winning educators, researchers, filmmakers, and dance artists who help shape the trajectory of dance and dancing in the country.

The Department of Theatre (now Theatre & Performance) began at York in 1965, with performances by the York University Players, staging plays in the newly opened Burton Auditorium on the Keele campus. In 1968, Joe Green was appointed Chair of the Department of Theatre, and Don Rubin one of the department's first professors. In 1979 the Foundation Year was implemented, a general course of study for all in-coming theatre studies that continues to this day. The MFA programs in Acting and Directing began in 1980, and diplomas in voice, movement and acting teaching were introduced in the mid-90s. The MA/PhD program was initiated in 2005, the same year that the Accolade East building, with its Faire Fecan Theatre, opened. The Creative Ensemble, later revised as the Devised Theatre series of courses, expanded the performance and creation opportunities within the department, which led to the BFA Program in Performance Creation in 2018. This year, we expanded the Acting & Performance Program, modifying it to include greater flexibility for Actors and Devisers to chart their own course, increasing both the depth and breadth of opportunities available to them. With award-winning faculty working in design, production, directing, playwriting, acting, performance & theatre research, coaching for film and television, management and arts administration, the department continues to define what theatre and performance can be in the Canadian and international industries. Theatre alumni have gone on to successful careers in theatre, film, television, and beyond as performers, playwrights, directors, producers, production managers, designers, artistic directors, stage managers, technicians, educators and teachers.

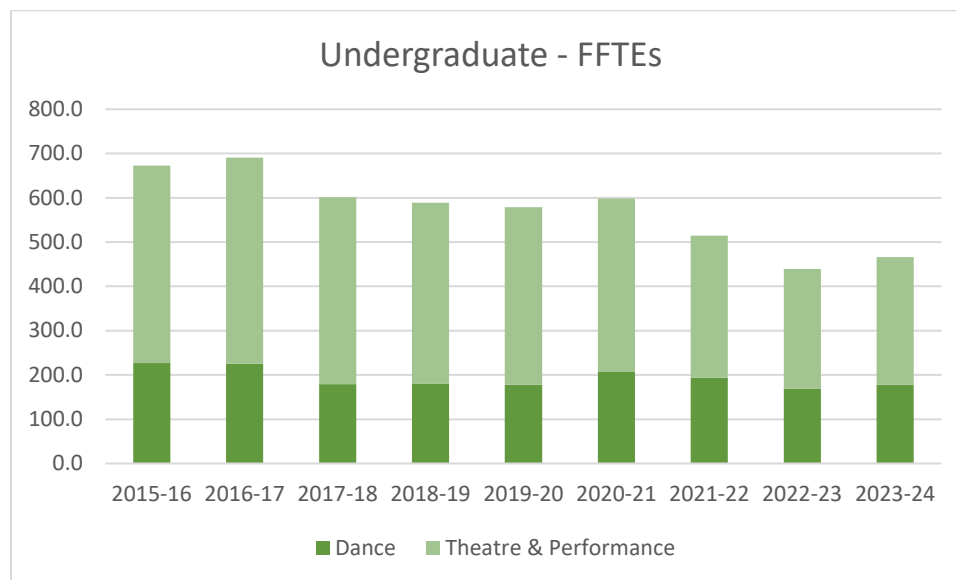
For many reasons, the merger of these two departments is a natural step. The Department of Theatre & Performance and Department of Dance have benefited from synergies coming from shared administrative commitment, student training, and scholarly and artistic productions. There has always been much collaboration among members of the two departments at the faculty level, through service on AMPD's various committees. Faculty members have served on each other's graduate students' committees and the two departments have already integrated their studies-based graduate programs successfully, now offering an MA and PhD in a combined Theatre, Dance & Performance program, while Theatre MFAs specializing in design for performance have been required to take Dance courses.

The two departments have sought many opportunities to collaborate on production. Most notably in terms of the scale of these collaborations, the pan-faculty productions of *The Beggar's Opera* (2014) and *The Birds* (2016) have provided opportunities where our students, staff, and faculty collaborated with one another and with other departments in AMPD as well. We've previously aligned our Devised Theatre Festival with Dance's Incubator Project. It is also common practice for colleagues in Theatre and Performance to design lights for pieces in Dance events and for faculty across the two departments to serve as guest teachers in classes in each other's programs. Faculty have further benefited from invitations to present papers at conferences and events that our respective colleagues have organized.

Finally, administrative staff of the two departments have already been co-located in office space in the Accolade East building for almost two years, resulting in greater coordination and knowledge-sharing across departments.

## Context and Challenges

The pandemic had a profound effect on studio- and performance-based programs, for obvious reasons. Studio courses typically require intensive, practical face-to-face instruction that cannot easily be shifted to a virtual context. The inability to offer in-person instruction limited course offerings and had a predictable negative effect on enrolment, the impact of which is still being felt. From a combined enrolment of nearly 600 undergraduate FFTEs in Dance and Theatre in 2019-20, there are now approximately 466 (as of Fall 2023). International enrolments have been hit particularly hard, with fewer such students wanting to risk being unable to have the full experience of an intensive in-person studio-based program. Enrolment has since shown encouraging signs of stabilization, and it is hoped that this recent increase will continue.



Perhaps a more pressing challenge at this time is faculty complement. There are currently nine full-time faculty members in the department of Dance; as recently as 2020 there were twelve. Of these nine, one is slated to retire in 2024, and two will be on sabbatical. There are just over 5 FCE in research or administrative teaching releases held by the remaining six, including for the department Chair and the Director of CERLAC. The lack of teaching capacity has resulted in reduced course offerings, which has a potential negative effect on student experience and degree progression. The remaining faculty members face an increased service burden, to the extent that it has become difficult to carry on the essential business of the department.

Although perhaps less pronounced, Theatre & Performance faces similar challenges. There are currently 22 full-time faculty members (there were 25 in 2020), with one of



these cross-appointed to a different department. Three are due to retire in 2024, and one will be on sabbatical. Of the remaining 19 full-time faculty, three are on short-term CLA contracts, which are scheduled to end in 2024, 2025, and 2026, respectively. Another will move their teaching to Markham in 2024. Hence, by 2026, only 15 full-time faculty will remain. There are currently just over 15 FCE in research or administrative teaching releases held by Theatre & Performance faculty, including for the Dean of AMPD and the Director of Sensorium.

It should be mentioned that neither department has any faculty hires approved for this hiring cycle. The constraints on teaching capacity have resulted in significant expenses allocated to part-time course directors: \$851,136 for Dance and \$631,914 for Theatre & Performance.

The overall decline in faculty complement and teaching capacity is accompanied by a corresponding increase in service burden for faculty members. Combined, there are approximately 45 seats on standing committees currently requiring to be filled by full-time faculty in the two departments. In addition, there are 8 seats on faculty-level AMPD committees requiring the service of Dance and Theatre & Performance faculty members. This does not take into account service requests from outside the faculty (e.g. Senate-level committees). Projected retirements and sabbaticals will obviously increase the amount of time spent by remaining faculty on service work.

## **Benefits of a Merger**

In light of the challenges outlined above, there are several benefits to merging the two departments. The first, and perhaps most obvious benefit is a reduced service load for faculty members. The attached proposed governance structure for the Department of Theatre, Dance, & Performance (Appendix A) contemplates a large reduction in the number of committees – and consequently the number of people serving on them – by nearly half. Under the new structure, there would be roughly the same number of committees as there are currently under either one of the constituent departments, but the number of people serving on them will remain largely the same. There are two minor exceptions to this rule: First, although the Education, Curriculum, and Awards Committee (Appendix A, 3.2) is structured along the lines of Theatre & Performance's committee, with representation by program area, one member will be added to represent Dance as an additional program area. Second, for various reasons it has been thought best to maintain separate performance/season-building committees (Appendix A, 3.5 & 3.6). Aside from these two exceptions, the savings to faculty members' service burden is considerable and will be especially felt by Dance faculty. Overall, the above-mentioned 45 committee seats currently needed would be reduced to 25 under the proposed governance structure.

Also worth noting is the consequent reduction in service on faculty-level committees. Most of AMPD's committees are structured according to representation by department.

Hence, a merger of the two departments would mean at least four faculty members required to serve on AMPD committees would no longer be needed.

As noted above, an administrative co-location of staff of the two departments has already taken place. The resulting cooperation and knowledge-sharing between staff should make the transition much more seamless than it otherwise might be. The additional benefit of a merger is that some staff positions that are currently under-utilized can be deployed more efficiently.

Consistent with recommendations of the space audit that AMPD commissioned in 2022, a merger of the departments of Dance and Theatre & Performance would also enable the merged department to better coordinate the use and sharing of teaching, studio, and performance spaces for more efficient utilization.

There are several comparator departments in other institutions where the performance-based disciplines of Dance and Theatre are housed in the same department. Highly respected examples include:

- Department of Theatre, Dance, and Performance Studies, Tufts University
- Department of Theatre, Dance, and Performance Studies, University of California, Berkeley
- Department of Theatre and Dance, University of Buffalo
- Department of Theatre and Dance, University of Washington
- Department of Theatre, Speech, and Dance, William and Mary
- Department of Theatre and Dance, University of Texas, Austin
- Department of Theatre and Dance, Wayne State University

It is worth noting that currently there is no Department of Theatre, Dance, and Performance in Canada. The closest comparators are the Toronto Metropolitan University, which houses both a BFA in Theatre and a BFA in Dance beneath the broad umbrella of Performance. Although the Centre for Drama, Theatre, and Performance Studies at the University of Toronto hosts the Institute for Dance Studies, this is not a degree-granting program. Departments of Theatre and Dance exist separately at other Canadian institutions (e.g. Concordia, UCalgary). The proposed merger makes visible York's ongoing dedication to Dance, Theatre, and Performance and therefore presents a potential competitive advantage to the university as students interested in pursuing degrees across multiple disciplines will no longer have to select one department over the other.

Finally, it is hoped that this merger will enable the Department of Theatre, Dance, & Performance to make a plausible business case for faculty renewal, particularly in the area of performance *production*, where disciplinary overlap means that any new hire can be shared between the Dance and Theatre programs. There is also a need for faculty who can teach both studio and studies courses (e.g. in dramaturgy, scenography) and who can supervise MA, MFA, and PhD students.

## Transition Arrangement

In consultation with the Dean of AMPD, and in recognition of the need for mutual knowledge-sharing, for a 3-year transition period the Chair of the merged department would be aided in their responsibilities by a faculty Transition Advisor. While the Chair would continue to receive a regular teaching offload, the Transition Advisor would receive an additional teaching offload during this transition period:

- Year 1 (2024-25): 2.0 offload for Chair, 1.5 offload for Transition Advisor
- Year 2 (2025-26): 2.0 offload for Chair, 0.5 offload for Transition Advisor
- Year 3 (2026-27): 2.0 offload for Chair, 0.5 offload for Transition Advisor

For the purposes of continuity, during the first year of the transition period, the current Chair of Theatre & Performance will serve as Chair of the merged department and the current Chair of Dance will serve as Transition Advisor.

At the expiration of the transition period, there will be one 2.0 teaching offload (rather than the current 4.0) for Chair duties.

It should be noted that, during the first year of the transition period, existing unit expectations around teaching and research (for example, with regard to Article 18.15) will remain unchanged.

Finally, neither department currently has approved unit-level tenure and promotion standards; both rely on AMPD's faculty-level standards. Hence, tenure & promotion expectations remain unaffected by this merger until such time as the merged department develops their own criteria.

## Consultations

In late August 2023, a working group was formed to explore the potential of a merged department, to be called the *Department of Theatre, Dance, & Performance*.

The working group was composed of three members from each constituent department.

The members of the working group were:

- Patrick Alcedo (Professor and Chair, Dance)
- Eric Armstrong (Professor and Chair, Theatre & Performance)
- Mary Fogarty (Associate Professor, Dance)
- Ian Garrett (Associate Professor, Theatre & Performance)
- Susan Lee (Assistant Professor, Dance)
- Marlis Schweitzer (Professor, Theatre & Performance)

In addition, AMPD's Associate Dean Academic (Gabriel Levine) and the AMPD governance officer (James Pratt) joined the working group in an advisory capacity.

The working group met four times between September 11 and October 16. The initial purpose of these meetings was to explore what the advantages might be of a merged department, determine whether such advantages were sufficient to proceed with a proposed merger, and work out the details of what such a department might look like in terms of its governance and administration.

During the week of October 23, 2023, a draft governance structure was presented to separate meetings of the two constituent departments, and resulting feedback was incorporated after a further meeting of the working group on October 30.

All discussions were conducted on the understanding that this administrative merger *would not involve any curricular changes to current programs.*

On November 22, a joint assembly of the two departments was held, in which the proposed merger and governance structure was presented, with an e-Vote to be held on the matter, voting to run until end-of-day on November 30. The result of that vote was unanimous: 21 were in favour of the merger, and none were opposed, with 70% of members having cast a ballot.

This proposal was reviewed by AMPD's Academic/Administrative Policy & Planning Committee (AAPPC) on January 9, 2024, and was voted on and approved by AMPD Faculty Council on January 17, 2024. Letters of support from the Chairs of the two constituent departments, the Dean of AMPD, and the Provost are included in Appendix B.

# **APPENDIX A**

## **Proposed Governance Structure**

# DEPARTMENT OF THEATRE, DANCE, & PERFORMANCE

## Rules and Procedures

*Approved by joint meeting of the Department of Dance and the Department of Theatre & Performance on November 22, 2023.*

### 1. DEPARTMENT MEETINGS

#### 1.1 Regular Meetings

A regular department meeting shall be held once per month during the Fall/Winter academic year, meeting schedule finalized during the preceding summer. Notice of meeting and agenda shall be distributed to members at least three (3) business days in advance of the meeting.

#### 1.2 Special Meetings

Special meetings may be called at the discretion of the department Chair and *must* be called at the request of any voting member with the support of a number of members as is sufficient to constitute quorum. The agenda for special meetings shall be restricted to consideration of only those specific items for which the meeting has been called. Notice of meeting and agenda shall be distributed to members at least twenty-four (24) hours in advance of the meeting, in recognition of the fact that such meetings may be occasioned by matters that are time-sensitive in nature. At least one week's notice shall be given for any items of business that impact the Dance area specifically.

#### 1.3 Membership and Voting

1.3.1 Membership of the Department of Theatre, Dance, and Performance shall consist of:

- a) All full-time faculty members appointed or cross-appointed to the Department.
- b) Two YUSA staff members (non-voting), to be elected by department YUSA staff.

1.3.2 Other participants may attend department meetings upon invitation. They may be invited to speak but may not vote.

#### 1.4 Quorum

Quorum for department meetings shall consist of one-third of total membership, a majority of whom must be full-time faculty members, with at least one person from each area (Dance, Production/Design, Acting & Performance, Performance Creation).

## **1.5 Minutes**

Minutes of the department meetings shall be taken and kept by a Recording Secretary, normally the Administrative Assistant or the Program Assistant. Minutes of past meetings may be viewed by any member upon request.

## **1.6 Summer Authority**

During the Summer term, the Department Chair shall be vested with the authority to make decisions on matters which would normally be decided in department meetings. Such decisions shall be reported to members in the first department meeting of the academic year.

## **1.7 Parliamentary Authority**

In cases not determined by these rules and procedures, meetings shall be conducted according to the rules set out in the most recent edition of Robert's Rules of Order.

# **2. COMMITTEES (GENERAL)**

- 2.1 Unless otherwise specified, quorum for all committees shall consist of a majority of voting membership.
- 2.2 Unless otherwise specified, all members of committees are entitled to vote.

# **3. STANDING COMMITTEES**

## **3.1 Executive Committee**

- 3.1.1 *Terms of Reference.* The Executive Committee provides advice to the Chair of the Department as necessary; it will assist the Chair in formulating the agendas for regular department meetings; it will be the decision-making authority in the event that a department meeting cannot achieve quorum or the department is without a Chair.
- 3.1.2 *Composition.* The Department Chair, area coordinators (Dance, Production/Design, Acting & Performance, Performance Creation), Graduate Program Director(s), Production Coordinator (non-voting). An effort shall be made to ensure that at least two members of the Executive Committee are from the Dance area, which may necessitate an additional member-at-large.

## **3.2 Education, Curriculum, and Awards Committee**

- 3.2.1 *Terms of Reference.* The Undergraduate Education Committee oversees and makes recommendations on all aspects of undergraduate academic education, including curriculum development and renewal, and scholarships and awards.
- 3.2.2 *Composition.* At least one representative from each area (Dance, Production/Design, Acting & Performance, Performance Creation).

### **3.3 Tenure and Promotion Committee**

- 3.3.1 *Terms of Reference.* The Tenure and Promotion Committee is responsible for the development and periodic review of department-level tenure and promotion criteria. In addition, two members from the Tenure and Promotion Committee will form the File Preparation Committee for candidates coming forward for tenure and/or promotion (supplemented by a third member, chosen by the candidate, and other members as required where there are multiple files to be prepared). The Committee is also responsible for the recruitment of additional members to serve in Adjudicating Committees for files coming forward, while ensuring appropriate representation of relevant areas.
- 3.3.2 *Composition.* Two to three tenured or probationary faculty members, two of whom act as co-Chairs.
- 3.3.3 *Quorum.* Two members.

### **3.4 Decolonization, Equity, Diversity, and Inclusion (DEDI) Committee**

- 3.4.1 *Terms of Reference.* The DEDI committee will identify and address any DEDI issues that may need further support, ensuring that all members of the department expand and develop their commitment to equity. The committee will actively foster a culture of DEDI across the department. It will provide advice and support to committees and faculty members on the equity dimensions of their work. The committee will facilitate DEDI-related initiatives by faculty and students, and will be a liaison with the faculty-level DEDI committee.
- 3.4.2 *Composition.* One full-time faculty representative from each area; one staff member chosen by staff; two students.

### **3.5 Season-Building Committee**

- 3.5.1 *Terms of Reference.* Reporting to the Executive Committee, and in coordination with the Dance Performance Committee, the Season-Building committee advises and makes recommendations regarding planning and



development of the Theatre programs' performances and productions for the academic year. The Committee's activities are performed in collaboration with and in support of students.

- 3.5.2 *Composition.* Two faculty members serving as co-chairs, supplemented by additional faculty members from the Theatre areas (Production/Design, Acting & Performance, Performance Creation); students.

### **3.6 Dance Performance Committee**

- 3.6.1 *Terms of Reference.* Reporting to the Executive Committee, and in coordination with the Season-Building Committee, the Dance Performance Committee is responsible for planning and producing department and outreach performances of the Dance area.
- 3.6.2 *Composition.* Faculty artistic directors, the Artistic Director of Dance Ensemble, Dance area Technical Director.

## **4. SPECIAL COMMITTEES**

### **4.1 General**

The Chair or department assembly may occasionally appoint special committees for specific purposes. Unless otherwise specified, the mandate of such committees expires at the end of the academic year in which they were appointed.

### **4.2 Search Committees**

- 4.2.1 Upon receiving approval for a full-time faculty position, the department Chair shall appoint a search committee for each such position. The search committee will be responsible for recruiting candidates and submitting a recommendation to the Dean of AMPD.
- 4.2.2 *Composition.* A minimum of four (4) full-time faculty members. In accordance with University policy, one member will serve as committee chair, a second will serve as Affirmative Action representative, and a third will be appointed by the Dean of AMPD to serve as Dean's representative. The committee shall normally include members with relevant area expertise and at least one member – usually either the chair or the AA representative – from outside the area of expertise.
- 4.2.3 *Quorum.* Three voting members, including the Affirmative Action representative and Dean's representative.

## 5. DEPARTMENT CHAIR

### 5.1 Role & Duties

- 5.1.1 *Term.* The Department of Theatre, Dance, and Performance shall have a Chair, who is elected by the department, and normally serving for a term of three (3) years, with the possibility of reappointment.
- 5.1.2 *Eligibility.* Full-time tenure stream faculty who are appointed or cross-appointed to the Department of Theatre, Dance, and Performance.
- 5.1.3 *Duties.* The department Chair is responsible for carrying out various operational activities within the Department, including but not limited to:
- Responsibility to the Dean of AMPD for Department operations, including academic and budgetary.
  - Ensuring that all teaching responsibilities are carried out effectively, and for the assignment of all teaching responsibilities.
  - Leadership in the development of curriculum.
  - Representing the interest of the Department within York University and the wider community.
  - Establishing effective communication to ensure that the Department is well informed on relevant issues.
  - Responding to concerns raised by colleagues and students.
  - Spearheading recruitment efforts.
  - Developing partnerships.
  - Offering guidance, supporting the culture of the department, and identifying and developing priorities.

### 5.2 Chair Search Procedures

- 5.2.1 It is expected that a Chair will notify the Dean of AMPD of their intention to either step down or continue six (6) months prior to the expiry of their term. If they wish to continue, they may nominate themselves for another term.
- 5.2.2 The Executive Committee will appoint a chair search committee composed of: a full-time faculty member from each area, a Dean's representative, one staff representative (chosen by staff), one undergraduate student.
- 5.2.3 The search committee will put out a call for nominations and, if necessary, will actively recruit candidates. The nomination period will be no less than one month.
- 5.2.4 At the expiry of the nomination period, candidates will be asked to submit a CV and statement of interest. If it is deemed appropriate, the search

committee may schedule meetings of inquiry for each candidate with the department membership.

- 5.2.5 Voting shall be by secret ballot, and voting shall remain open for at least two (2) weeks. If there is only one candidate, the ballot shall consist of a simple “yes” or “no”. Eligible voters shall consist of all those normally entitled to vote in department meetings (see section 1.3 above).
- 5.3.6 In the event of a tie, candidates will be asked to submit revised statements of interest and the balloting will be repeated.
- 5.3.7 In the event that the tie is not broken, or where there are no candidates, the Executive Committee will request that the incumbent Chair agree to an extension of their term for one year. If the extension is declined, the Dean of AMPD shall appoint a Chair, who may be a faculty member external to the Department.

## **6. AMENDMENT OF RULES**

The foregoing rules and procedures of the Department of Theatre, Dance, and Performance may be amended in a regular or special department meeting by a two-thirds majority vote of those present and voting, and provided that due notice of motion has been given beforehand.

## **APPENDIX B**

### **Letters of Support**

Wednesday, December 6, 2023

Dear Dean Sarah Bay-Cheng:

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

**Dept of Theatre &  
Performance**

**Eric Armstrong**, Chair  
Full Professor

**Dept of Dance**

Patrick Alcedo, Chair  
Full Professor

4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3

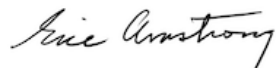
In our capacity as Chairs of the Department of Theatre and Performance and Department of Dance, we are writing in full support of the administrative merger of our two Departments. We are both delighted that full-time faculty members in our respective Departments voted unanimously to proceed with the proposed merger, as expressed in the e-Vote Jamie Pratt prepared on November 22.

Despite the financial challenges we face, this merger will allow us to continue championing our shared commitment and passion in theatre arts, dance, and bodies in performance. It will unburden faculty administrative load by streamlining and reducing redundancies in committee work, providing us with opportunities to focus more on student training, pedagogical innovations, and artistic and scholarly outputs. Additionally, it will reduce pressure brought about by lack of faculty complement and reduction of staff members, among other challenges.

Given the intersecting practices and discourses in our departments, we have been collaborating pedagogically, artistically, and scholarly for the longest time. Hence, we anticipate that, over time, the long-standing synergy that already exists among us will organically lead to the further enrichment of the curricula in the undergraduate and graduate degrees we offer.

We look forward to the next steps in the merging process and to working with each other in the soon-to-be Department of Theatre, Dance and Performance.

Sincerely yours,



Professor Eric Armstrong, Dept. of Theatre & Performance



Professor Patrick Alcedo, Dept. of Dance



Dear colleagues:

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

**Office of the Dean**

4700 KEELE ST  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5136  
ampd@yorku.ca  
ampd.yorku.ca

As both Dean of the School of the Arts, Media, Performance & Design, and a faculty member of the existing Department of Theatre & Performance, I am pleased to endorse the merger of the Theatre & Performance and the Department of Dance into a single department of Theatre, Dance & Performance. This proposed merger is the result of more than a year of consultations and discussions with colleagues in both Theatre & Performance and Dance and is designed to ensure continued support for students, faculty and staff in the performing arts.

Consultations were undertaken with colleagues in both Departments, who formed a joint working group. Attention has been paid to the effective transition for the merger to ensure that current students are not disadvantaged and that faculty and staff have a clear process to combine resources and policies in ways that serve the respective programs.

The merger of these departments best serves the students, faculty, and staff of AMPD and is responsive to the changing needs and opportunities in the respective disciplines of theatre and dance, and the larger context of performance, both in Canada and internationally. Theatre and Dance have already been consolidated at the graduate program level through a revision to the MA/PhD in Theatre, Dance & Performance Studies. There was recognition that these programs were better served through collaboration of faculty and students. While the undergraduate degree programs will remain distinct under the merger, the proximity will create novel opportunities for collaboration and curricular development that can be challenging in the current departmental structures.

Further, to protect the academic integrity of studio-based performance training, we need to operate at a scale that is sustainable and aligned with the parameters of the University budget. The administrative course releases required to maintain both departments independently, including chairs and service commitments have contributed to the strain in current course loads. This merger will increase capacity to not only serve our programs, but also to support innovative curriculum renewal. As programs with large space requirements, the joint department structure may be more likely to find ways to share space effectively as well.

Supports for program renewal are particularly important in the current context, in which the performing arts are being rapidly transformed by media and technology, especially in audio and visual production. All performing arts programs will benefit from the shared resources and program innovation in live performance production. Both theatre and dance are two of the three primary users of AMPD's performance facilities. Simplified processes to develop program schedules and jointly decide on the priorities of space use and equipment renewals for these facilities is far simpler within a unified department. It also benefits AMPD to be able to recruit students for



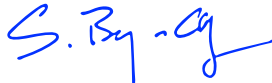
theatre and dance programs together and to enhance performance cohorts among students that will improve the student experience.

Although not the primary motivation for the administrative merger, we anticipate some cost savings as well. With a reduction of two Chairs to one, we will add 2.0 FCE to the full-time teaching complement and remove one Chair stipend. We also anticipate a reallocation of staff resources to programs with higher enrolments. Total cost savings is anticipated to be approximately \$132,000 per year, with other efficiencies to be determined through improved processes.

It cannot be ignored that the demand for our theatre and dance programs has waned over the past few years, most especially during and in the immediate wake of the pandemic. We are starting to recover past enrolments, but AMPD must be able to steward these essential performing arts programs responsibly for the future. The merger of the administration of these departments contributes to their sustainability and ensures that resources will directly serve our students, faculty and staff colleagues.

We did not undertake this transition lightly, but following many discussions regarding both process and effect, I believe that this proposal best meets the needs of our current programs and sets a clear path for success in the future. I look forward to joining my colleagues in the new Department of Theatre, Dance & Performance soon.

Sincerely,



Sarah Bay-Cheng, Ph.D.  
Dean

# Memorandum

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

4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5280  
provost@yorku.ca  
yorku.ca

**To:** Andrea Davis, Chair, APPRC  
**From:** Lisa Philipps, Provost & Vice-President Academic  
**Date:** February 8, 2024  
**Subject:** Support for merger of Department of Theatre & Performance and Department of Dance to a single Department of Theatre, Dance & Performance, School of the Arts, Media, Performance & Design

---

I write this letter in support of the merger of the Department of Theatre & Performance with the Department of Dance to create the Department of Theatre, Dance & Performance in York University's School of the Arts, Media, Performance & Design, effective May 1, 2024.

This proposed merger, which has received unanimous support from faculty members in the two departments in question (70% of whom cast a ballot), carries no curricular or program changes for current or future students. It has no effect on the availability or provision of academic resources or activities. As an administrative merging of two departments that already work together closely, there will be no impact on programs or administration in other departments within the School or Faculties within the university.

There are significant advantages to this merger, articulated clearly in the proposal from AMPD. Creating the Department of Theatre, Dance & Performance will substantially reduce the administrative burden on staff members and will alleviate considerable strain on faculty members' ability to participate in Faculty-level service. It allows greater sharing of facilities for enhanced and more efficient collaboration on productions and other cooperative undertakings. Further, the merger would yield financial savings through reduced teaching offload for Chair duties.

As articulated in the rationale put forward by the School, I am persuaded that this merger will yield consequential benefit to faculty and administrative workload – and relief to related budgets – with absolutely no impact on students' academic choices or progression. Due consideration has been given to matters of governance and the clear support from colleagues indicates that the creation of the Department of Theatre, Dance & Performance is a valuable and worthwhile endeavour for AMPD.





# Academic Standards, Curriculum and Pedagogy

## Report to Senate

Meeting of 25 April 2024

### FOR ACTION

- a. **Establishment of an Advanced Management Diploma (Type 2/Concurrent), all Master's degree programs, Schulich School of Business.**

ASCP recommends:

**That Senate approve the establishment of the Advanced Management Diploma (Type 2), to be available in all Master's degree programs housed in the Schulich School of Business, effective F2024.**

#### Rationale

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

The diploma expands access to high-quality experiential education so that a higher number of Schulich Masters students can graduate having completed an internship.

The graduate programs at Schulich (e.g., the MBA and the one-year Masters' Programs) do not have an internship component. While this is not required in all cases, in certain cases at least, student feedback has been loud and clear to the effect that an applied and experiential component to the program would be a valuable supplement to the graduate program educational experience. The School itself is committed to ensuring that experiential learning is infused across all graduate programs. To this end, the School has recently launched an office of Professional Development and Experiential Education (<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>). The intent of this diploma is to give those graduate students who seek more experiential education in their graduate education to be able to secure an additional experiential education opportunity. The Diploma is optional.

Advanced Management accurately describes the diploma's provision of the opportunity for current students to continue building their professional skills by taking a graduate placement course to apply and synthesize the management principles they learn within the degree program.

The proposed diploma will support many of the University's goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

- 21st Century Learning - Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking.

## ASCP – Report to Senate

- Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.
- Build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.
- Attain our goal of providing every student with an experiential learning opportunity, regardless of program.

The Diploma will also contribute to the specific metrics in the Strategic Mandate Agreement: Institutional strength and focus; Experiential learning; Graduate employment earnings; Skills and competencies.

The Program is designed to integrate best in class theoretical knowledge with a best-in-class experiential learning opportunity.

The first term of the program is concurrent with existing master's programs and the second term is entirely remote; as such, there are no net new physical space requirements.

**Approvals:** Schulich Faculty Council 8 March 2024; ASCP 20 March 2024; APPRC 28 March 2024.

### b. **Facilitated Discussion**

#### Academic Conduct Policy and Procedures

The draft policy, chart illustrating processes in the current and proposed policies on Academic Honesty/Academic Conduct, and chronology of consultations, are available at Appendix B.

Efforts shepherded by ASCP in collaboration with the Senate Appeals Committee (SAC) over the course of the 2019-2020 through 2023-2024 academic years, including wide consultations, have culminated in a draft Academic Conduct Policy and Procedures, intended to supersede the Senate Policy on Academic Honesty.

At this time, ASCP, along with SAC, is seeking the input of Senate on the following question, with time for a facilitated discussion set aside at the Senate meeting to gather views:

Based on Senators' experiences with investigations and adjudication of academic honesty/misconduct cases, do the central features of the new Policy and Procedures represent process improvements?

### **Background**

In March 2017, the Office of the Vice-Provost Academic, in collaboration with the AVP Teaching & Learning, convened a small working group to survey the landscape of

## ASCP – Report to Senate

academic integrity at York and beyond in view of the changing context in higher education as a result of technological advances and increased emphasis on collaborative learning and experiential education. The Working Group was tasked with examining the Senate Policy on Academic Honesty and tools and procedures being utilized, and considering proactive preventative measures that could be implemented. To that end, the Working Group explored recent literature, participated in meetings of professional organizations and consulted with colleagues at York to deepen its understanding of the current context, and identify challenges and issues.

The Working Group's activities culminated in several observations about academic integrity at York, including the lack of sufficient and reliable data about the scope of academic honesty offences, the prevalence of informal resolution of offences and the underreporting of offences due in part to the real and perceived onerousness of administering the Policy, cross-Faculty administrative and communication challenges due to variation in unit- or Faculty-level processes, and the view of community members that academic integrity is not a visible part of the York culture. Accordingly, the Working Group defined a number of recommendations, chief among them a comprehensive review of the Senate Policy.

In response, in Winter 2020, ASCP and SAC convened the Academic Honesty Policy Review Working Group to develop a proposed new policy framework. The Policy Review Working Group's efforts from February to June 2020 culminated in the development of the draft Academic Conduct Policy and Procedures, with ASCP and SAC providing guidance and input throughout the process. The two committees jointly launched a consultation with the University community in Winter 2021, with the Working Group reconstituted in Spring 2021 to finalize revisions to the Policy and Procedures. This second iteration of the Policy Review Working Group concluded its activities in Spring 2022.

The principles underpinning the activities of the Policy Review Working Groups included:

- Adapting to new realities in the academic conduct landscape, such as contract cheating, falsified credentials and collaborative learning
- Streamlining investigation procedures to encourage formal resolution while maintaining alignment with principles of procedural fairness and natural justice, including:
  - developing procedures specific to investigations of cases of high volume academic misconduct
  - Providing enhanced flexibility on sanctions, including the addition of sanctions geared towards the graduate level
  - Enhancing University-wide consistency in terms of procedures, documentation and record-keeping protocols, including the development of consistent record-keeping practices and language, and processes for communications across Faculties and units

## ASCP – Report to Senate

- Clarifying language and minimizing legalistic terminology

In Fall 2022, ASCP and SAC reviewed the draft policy and ASCP transmitted the document to Senate for a facilitated discussion. Following the Senate discussion, the draft policy was posted on the Senate ASCP website for community review and feedback to ASCP.

Over the course of winter and spring 2023, ASCP reached out to the Senate Student Caucus, the York Federation of Students, and the York University Graduate Students Association for input on the policy and with an invitation to join a third Working Group to finalize the draft policy. The Working Group revised the draft document to reflect feedback from Faculties, the ombudsperson, the office of the Counsel, and other community members.

The draft policy document presented at this meeting reflects additional input from consultations with Associate Deans (January 2024); careful review and clarifying edits from ASCP, SAC and the Faculty of Graduate Studies.

The broad consultations resulted in several changes in the approach employed in the draft Policy and Procedures compared to that of the existing Policy, chief among them the removal of the requirement for the Course Director to hold an exploratory meeting for all investigations and the creation of specific procedures for cases of high volume academic misconduct. The former is replaced with the ability of designated people (persons of primary responsibility or their designate[s]) to handle investigations and make decisions subject to the criteria set out in the Policy.

Whether an investigation is led by a Faculty Person of Primary Responsibility (PPR), or PPR Designate, students will have the opportunity to request a meeting and to appeal the decisions resulting from investigation. The role of the Person of Primary Responsibility (or PPR Designate) also has been clearly defined.

ASCP noted two key themes that surfaced in the consultations:

- encouragement to implement a central repository for tracking records of academic conduct investigations to enable communication across Faculties and consistency of sanctions, and
- the importance of pairing the new Policy and Procedures with educational tools for faculty members and students.

While not fully incorporated into the Policy and Procedures, ASCP is strongly in favour of the University pursuing initiatives in support of both directions. ASCP understands that the Office of the Vice-Provost Academic has undertaken the development of educational programming to socialize the policy (upon approval), through meetings with individual Faculties and with support from the Teaching Commons, among other efforts.

The University's legislation on academic honesty is the affirmation of the general obligation of the York community to maintain the highest standards of academic integrity;

## **ASCP – Report to Senate**

the academic conduct policy and its processes therefore have far-reaching implications for students, faculty and staff. Senators are asked to come prepared to discuss the framing question and share advice on this significant policy development in advance of a well-informed final version being presented to Senate in May 2024 for approval.

A chronology of major milestones in the policy review is provided in Appendix B.

### **For Information**

#### **c. Minor Modifications**

##### **EUC**

- Update to the Graduate Calendar on the thesis and dissertation formats for the Master and PhD degree programs in Environmental Studies, effective F2024 (ASCP 20 March 2024).
- Update to the Graduate Calendar on the thesis and dissertation formats for the Master and PhD degree programs in Geography, effective F2024 (ASCP 20 March 2024)

##### **Glendon**

- Changes to the admission and the degree requirements for the Master in Translation Studies degree program, effective F2024.

York University New Program Proposal (Expedited Approval)

Advanced Management Diploma (AMD) (Type 2)

February 2024

Prepared by:

Ashwin Joshi

Kiridaran (Giri) Kanagaretnam

Lindsay Hillcoat

Kathryn Doyle

# York University

## New Program Proposal for the Diploma in Advanced Management (Advanced Management Diploma = AMD)

### TEMPLATE for EXPEDITED REVIEW

---

**Faculty:** Schulich School of Business

**Department:** Schulich School of Business

**Degree Designation:** Concurrent Graduate Diploma Program (Type 2)

**Program:** All Masters Programs at the Schulich School of Business (1. MBA; 2. MAcc; 3. MF; 4. MMTG; 5. MMKG; 6. MREI; 7. MHIA; 8. MBAN; 9. MMAI; 10. MSCM)

**Location:** Keele Campus

**Intended Start Date:** September 2024

---

The Expedited Approval process should be used where there are proposals for:

- A new for-credit graduate diploma (Types 2 and 3 only)
- A new standalone degree program arising from a long-standing field in a Masters or doctoral program that has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (See Guidance).

Universities may also choose to use this Template if they opt to submit a Major Modification to the Quality Council for review. While not required, this option might be helpful should a university wish to promote the fact that it has received the Quality Council's approval for the proposal and/or for a university that wishes to benefit from the external oversight this Protocol provides. If doing so, the Template may require further adaptations accordingly, but minimally should address the following criteria:

- Proposed major modifications should provide a brief rationale for the changes, as well as:
  - An assessment of the impact of the proposed modification on the program's students;
  - Input from current students and recent graduates of the program considered as part of the development of the proposal;

- A statement on the way in which the proposed major modification will improve the student experience; and
- When changing the mode of delivery to online for all or a significant portion of a program previously delivered in person, it is strongly recommended that the criteria detailed as part of the Process for the Protocol for Major Modifications (Program Renewal and Significant Change) additionally be addressed.

## 1. Program Overview

### 1.1 Provide a brief description of the proposed program.

*You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.*

#### 1.1A. Structure:

The Advanced Management Diploma (AMD) is a two-term (18 credits) graduate diploma that features coursework selected from existing courses in Schulich’s professional master programs (9 credits), the choice between two (existing) professional development courses (3 credits), and a graduate placement (6 credits).

#### 1.1B. Types:

We propose to offer AMD as concurrent Graduate Diploma Program (Type 2) (For details see: <https://www.yorku.ca/secretariat/policies/policies/senate-guidelines-for-diplomas-faculty-of-graduate-studies/>).

The Type 2 diploma will be offered in conjunction with any one of the following master degree programs that are offered at the Schulich School of Business: 1. MBA; 2. MAcc; 3. MF; 4. MGMT; 5. MMKG; 6. MREI; 7. MHIA; 8. MBAN; 9. MMAI; 10. MSCM. Only candidates who have already been admitted to one of these programs will be eligible to apply for the type 2 diploma. Of the 18-credit requirement for this diploma, 9 credits will be taken as part of the master degree requirement (see Appendix A for eligible courses in each degree program core) and will be counted toward the diploma. The candidate will have to fulfill a unique (to the diploma) 6-credit requirement (“Mandatory Experiential Learning Graduate Placement” - MGMT 5300 6.00) to secure the graduate diploma and a 3-credit requirement (either “Professional Development for Managers” – MGMT 6350 or “Case Analysis and Professional Skills” – MGMT 6300).

Per university regulations, all requirements for the degree and the graduate diploma have to be fulfilled in order for the candidate to be eligible to receive their degree and graduate diploma. Assuming all the degree and graduate diploma requirements are completed, they will be awarded at the same convocation. If a candidate completes their Masters Program degree requirement in



one term and their graduate diploma requirement in a subsequent term, the respective certificates will be awarded at the convocations that are closest to the completion dates.

### **1.1.C. Purpose:**

The diploma expands access to high-quality experiential education so that a higher number of Schulich Masters students can graduate having completed an internship.

## **2. Objectives of the Program (QAF 2.1.2.1)**

**2.1** Describe the program’s objectives (see [definition and guidance from Quality Council](#)). The graduate programs at Schulich (e.g., the MBA and the one-year Masters Programs) do not have an internship component. While this is not required in all cases, in certain cases at least, student feedback has been loud and clear to the effect that an applied and experiential component to the program would be a valuable supplement to the graduate program educational experience. The School itself is committed to ensuring that experiential learning is infused across all our graduate programs. To this end, the School has recently launched an office of Professional Development and Experiential Education (<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>). The intent of this diploma is to give those graduate students who seek more experiential education in their graduate education to be able to secure an additional experiential education opportunity.

**2.2** Describe the degree nomenclature given the program’s objectives.

The Graduate Diploma in Advanced Management is the appropriate nomenclature for the credential. The diploma is available to be completed concurrently, which means that in York University Quality Assurance Procedures, it is a Type 2 Graduate Diploma designation. Advanced Management accurately describes the diploma’s provision of the opportunity for current students to continue building their professional skills by taking a graduate placement course to apply and synthesize the management principles they learn within the degree program.

**2.3** Describe the consistency of the program with the institution’s mission and academic plans.<sup>1</sup>

The proposed diploma will support many of the University’s goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

#### 21<sup>st</sup> Century Learning

- Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking.

---

<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.

- Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.
- Build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.
- Attain our goal of providing every student with an experiential learning opportunity, regardless of program.
- Maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities.

The diploma will also contribute to specific metrics in the SMA:

- Institutional strength and focus
  - Experiential learning
  - Graduate employment earnings
  - Skills and competencies

### 3. Program Requirements (QAF 2.1.2.2) and Learning Outcomes

#### 3.1 Identify the program requirements.

To earn the AMD diploma, students must complete:

- 9.00 credits of courses in the Schulich master degree in which the student is registered.
- MGMT 6350 3.00 or MGMT 6300 3.00 or 3.00 credit degree core course approved by the degree program director.
- MGMT 5300 6.00

#### 3.2 Identify the Program Learning Outcomes.<sup>2</sup>

Program Learning Outcomes (PLO)

Having taken this diploma, students will....

PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)

PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)

PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)

PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)

PLO 5: Demonstrate an understanding of the latest developments in their chosen business discipline (advanced knowledge level)

---

<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](#).

**3.3** Describe and/or map how your Program Learning Outcomes map onto Ontario’s [Degree Level Expectations](#).

Source: <https://oucqa.ca/framework/appendix-2/>

	<b>Masters Degree Level Expectations</b>  <b>This degree is awarded to students who have demonstrated the following:</b>	<b>Program Learning Outcome (PLO) Mapping to Masters Degree Level Expectations</b>
<b>1. Depth and breadth of knowledge</b>	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)  PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)
<b>2. Research and scholarship</b>	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> <li>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>c) enables a treatment of complex issues and</li> </ul>	PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)  PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)

	<p>judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	
<b>3. Level of application of knowledge</b>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>
<b>4. Professional capacity / autonomy</b>	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>

	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	
<b>5. Level of communications skills</b>	The ability to communicate ideas, issues and conclusions clearly	PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)
<b>6. Awareness of limits of knowledge</b>	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	

**3.4** Describe how the program’s structure and requirements meet the program objectives and Program Learning Outcomes.<sup>3</sup> Provide a curriculum map as an appendix.

<b>PROGRAM OBJECTIVES AND PROGRAM LEARNING OUTCOMES (PLO)</b>	<b>HOW PROGRAM STRUCTURE AND REQUIREMENTS MEET THE PROGRAM OBJECTIVES AND LEARNING OUTCOMES</b>
Program Objective: To provide students a formal opportunity to undertake experiential learning.	<p><b>REQUIRED COURSE FOR THE ADVANCED MANAGEMENT DIPLOMA (AMD)</b></p> <p>MGMT 5300 6.0: Mandatory Experiential Learning</p> <p>The AMD will have ONE required course – Mandatory Experiential Learning – MGMT 5300 (6 credits). This experiential learning course is designed to give students the opportunity to engage in and reflect upon their experiential learning journey.</p>

<sup>3</sup> The proposal should make a clear distinction between Degree Level Expectations, program objectives, and Program Learning Outcomes (See Quality Council’s website for [definition and guidance](#) in differentiating these program elements).

	<p><b>REQUIRED ELECTIVE COURSE FOR THE ADVANCED MANAGEMENT DIPLOMA (AMD)</b></p> <p>The AMD will have ONE elective course. Students can choose between:</p> <p>Case Analysis and Presentation Skills – MGMT 6300 (3 credits) OR Professional Development for Managers – MGMT 6350 (3 credits) or a 3-credit degree core course approved by the degree program director.</p>
PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)	All of the courses in the AMD have both oral presentation and written assignment components. As such, they all focus on developing and assessing this PLO.
PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)	All of the courses in the AMD have a teamwork component. As such, they all focus on developing and assessing this PLO.
PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)	All of the courses in the AMD have a leadership component. As such, they all focus on developing this PLO. The Mandatory Graduate Placement MGMT 5300 assesses capacity for reflection.
PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)	All of the courses in the AMD require students to demonstrate critical thinking skills. As such, they all focus on developing and assessing this PLO.
PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)	Students in the AMD are required to take 9 credits in their chosen business discipline. As such, they are focused on developing and assessing this PLO.

**3.5** Describe how your program reflects the current state of the discipline or area of study.

The program is designed to integrate best in class theoretical knowledge with a best-in-class experiential learning opportunity.

**3.6** Does your program involve any significant innovative or creative approaches to content and/or delivery, especially relative to other such programs in Ontario or Canada? If so, what are they?

Term 1 (9 credits) will be in-person, and Term 2 (9 credits) including the internship will be remote delivery.

**3.7** Describe how the proposed mode(s) of delivery facilitate students’ successful completion of the Program Learning Outcomes.

<b>Term 1: CONCURRENT</b> <b>(Credits = 9) (Format = In-person) -</b>	<b>Term 2: ADDITIONAL</b> <b>(Credits = 9) (Format = Remote)</b>
Graduate Program Course 1 (3 credits)	Case Analysis and Presentation Skills – MGMT 6300 (3 credits)  OR  Professional Development for Managers – MGMT 6350 (3 credits).  <b>NOTE:</b> If a Masters student has completed both of the above listed courses prior to term 2 of the diploma, then these credits have to be replaced with other credits approved by the degree program director.
Graduate Program Course 2 (3 credits)	Mandatory Experiential Learning – MGMT 5300 (6 credits)
Graduate Program Course 3 (3 credits)	

Since the Mandatory Experiential Learning (6 credits) course will require the diploma candidates to be working at client sites that are off-campus, Term 2 is designed to accommodate this by making the Professional Development for Managers (3 credits) or Case Analysis and Presentation Skills (3 credits) courses remote delivery format courses.

### Program Requirements for graduate programs only (QAF 2.1.2.3)

**3.8** Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Program Length = 2 terms (= 8 months). All of the PLOs will be attained across the 18 credits that are spread across 2 terms (9 credits in term 1 and 9 credits in term 2).

**3.9** Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

The AMD is a graduate-level diploma. As such, all the courses will be graduate-level courses.

**3.10** For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

Not applicable. This is an experiential learning-focused program.

### 4. Assessment of Teaching and Learning (QAF 2.1.2.4)

**4.1** Describe the methods for assessing student achievement of the Program Learning Outcomes and [Degree Level Expectations](#) and the appropriateness of these methods.<sup>4</sup>

	<b>Masters Degree Level Expectations</b>	<b>Program Learning Outcome (PLO) Mapping to Masters Degree Level Expectations</b>	<b>Courses and Assessment</b>
	<b>This degree is awarded to students who have demonstrated the following:</b>		
<b>1. Depth and breadth of knowledge</b>	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of	PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)	Courses = Graduate Program Courses (9 credits)  Assessment = Presentations; Exams

<sup>4</sup> Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled in the program, as well as post graduation metrics for alumni. Please see guide on [Assessment of Teaching and Learning](#) from Quality Council on how to satisfy these criteria.



	current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)	
<b>2. Research and scholarship</b>	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained</p>	<p>PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)</p> <p>PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)</p>	<p>Courses = Graduate Program Courses (9 credits) AND Mandatory Experiential Learning (6 credits)</p> <p>Assessment = Presentations; Reflection Papers; Exams</p>

	<p>argument in written form; or</p> <p>b) originality in the application of knowledge.</p>		
<b>3. Level of application of knowledge</b>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>	<p>Courses = Graduate Program Courses (9 credits) AND Mandatory Experiential Learning (6 credits)</p> <p>Assessment = Presentations; Reflection Papers; Exams</p>
<b>4. Professional capacity / autonomy</b>	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>	<p>Professional Development Course (3 credits)</p> <p>Assessment = Presentations; Reflection Papers</p>

	responsible conduct of research; and  d) The ability to appreciate the broader implications of applying knowledge to particular contexts.		
<b>5. Level of communications skills</b>	The ability to communicate ideas, issues and conclusions clearly	PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)	Professional Development Course (3 credits)  Assessment = Presentations; Reflection Papers
<b>6. Awareness of limits of knowledge</b>	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.		

The grading and assessment process will be consistent with that are used in other Schulich Masters programs. Overall course grades will be based on the student’s performance on the various assessments of the courses, including written assignments, case analyses, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises, or exams will also serve to assess the achievement of the learning outcomes.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students’ performance levels with respect to the program’s learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 6). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students’ performance levels with regard to learning outcomes will be supported by Schulich’s learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic

collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes. The performance data will serve as the basis of the program’s assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable the ‘closing of the loop’ on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare assurance of learning reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program’s benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program.

**4.2** Describe the program’s plans to monitor and assess the overall quality of the program.

STAGE	ACTIONS
Input Stage (Student Recruitment)	We will require students to be in good academic standing in their Masters Program. While at the outset the requirement may simply be for them to have passed their prior courses, we may increase this over time to a B/B+ average requirement for them to enroll in the AMD.
Throughput Stage (Program Experience)	We will conduct student surveys and focus groups to ensure that the program experience is on track for the students and they are not experiencing any undue hardships. We will also talk to the clients and the instructors to ensure that the graduate placement experience is on track.
Output Stage (Client Outcomes)	We will meet with clients post-placement to ensure that their goals have been fulfilled. We will incorporate their feedback into the design of the Mandatory Experiential Learning course.

**4.3** Describe the program’s plans to monitor and assess whether the program is achieving in practice its proposed objectives.

As noted above, continual engagement with the stakeholders, namely, the students, the instructors, program directors, and the clients, to ensure that program objectives are being attained.

- 4.4** Describe the program’s plans to monitor and assess whether its students are achieving the Program Learning Outcomes.

The program learning outcomes are reflected in the learning outcomes of the individual courses. Each course will have multiple evaluation components. As part of the School’s drive toward AACSB accreditation (<https://www.aacsb.edu/educators/accreditation>), we will be required to identify specific components from specific courses that best reflect program-level outcomes. We will be formally evaluating student attainment of the program learning objectives by monitoring student performance on the chosen components over a period of time.

- 4.5** Describe the program’s plans for how the resulting information will be documented and subsequently used to inform continuous program improvement.

The program will be subject to review both by the Continuous Program Review (CPR) process as well as the AACSB process. We will be required to periodically provide reports on program attainment of the learning outcomes. Where we fall short, we will initiate remedial action. The intent, however, is to have an on-going evaluation system of feedback with stakeholders to ensure that we catch mis-steps and rectify them at early stages.

## **5. Admission Requirements (QAF 2.1.2.5)**

- 5.1** Describe the program’s admission requirements and their appropriateness, given the program objectives and Program Learning Outcomes.

We will require students to be in good academic standing in any one of the following Masters Programs at the Schulich School of Business: 1. MBA; 2. MAcc; 3. MF; 4. MMGT; 5. MMKG; 6. MREI; 7. MHIA; 8. MBAN; 9. MMAI; 10. MSCM.

- 5.2** Describe any applicable alternative admission requirements (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.)

Not Applicable

## **6. Resources (QAF 2.1.2.6)**

- 6.1** Describe the planned/anticipated class sizes.

50-100 students per year at steady state.

**6.2** Given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment. Note that it may be helpful to create a table or map detailing faculty teaching assignments.

<b>Course</b>	<b>Instructor</b>
Graduate Program Course 1 (3.0)	Regular Program Instructor
Graduate Program Course 2 (3.0)	Regular Program Instructor
Graduate Program Course 3 (3.0)	Regular Program Instructor
Professional Development for Managers – MGMT 6350	Dr. Minerva Cernea
Case Analysis and Presentation Skills – MGMT 6300	Ashwin Joshi
Mandatory Experiential Learning – MGMT 5300	Dr. Minerva Cernea/ Kiridaran Kanagaretnam

**6.3** As applicable, and given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments<sup>5</sup> used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience.

---

<sup>5</sup> For programs in which sessional/adjunct faculty have a large role, provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the Program Learning Outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.

Dr. Minerva Cernea (Associate Director, Head of the Professional Development and Experiential Education Office) will be tasked with developing and delivering the Professional Development course as well as the Mandatory Experiential Learning course. She has extensive experience in both of these domains. As the Head of Professional Development and Experiential Education Office at Schulich, Dr. Cernea is ideally suited to teach and deliver these courses. Details on the office can be found here: <https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>

Part-time instructors will be hired from the pool of qualified instructors already teaching at Schulich as well as through the networks of the program director and the Associate Director of the Professional Development and Experiential Education Office. Schulich part-time instructors play an important role in the success of the School's programs; they bring real-world experience into the classroom to enrich lectures, case analyses, assignments, projects, presentations, and students' performance in the "real world" of management. As expert in their fields of specialization, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goal of this diploma program. The part-time instructors teaching in the AMD will be selected because they are highly experienced professionals and are recognized experts in their respective fields of practice. They will also be teaching courses in which on-the-ground experience is particularly important. The Associate Dean Students and the Associate Dean Programs will work closely with the instructors to ensure that they understand, amongst other matters, the important role of the learning outcomes of the program and will guide them and provide resources to ensure a consistent approach to the assessment of achievement of the outcomes.

**6.4** If applicable, given the program's planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, describe the program's experiential learning components (this includes classroom-based activities, community-based learning, and internships and placements) as well as the provision of supervision of these components.

This course offers students the opportunity to gain relevant work experience to complement and reflect upon classroom learnings during their graduate program at the Schulich School of Business. Learning by doing represents a key strategy for impactful management education. Learning consists of four stages: (1) concrete experience ("DO"), (2) reflective observation ("OBSERVE"), (3) abstract conceptualization ("THINK") and (4) knowledge transfer or active experimentation ("PLAN"). It is through the sequencing of these four activities that the dual outcome of learning course material, as well as developing critical thinking, can be attained. Therefore, this course offers students the opportunity to earn credit for gaining work-focused experience while reflecting upon the management theories and concepts as well as using their cultural and language skills acquired in your program thus far. The objective is to improve theoretical understanding through practical knowledge and vice versa. Innovative managers and business leaders always combine both. Therefore, a placement such as this one not only adds to a student's professional portfolio, but also represents a key building block for a successful career in management. Students may obtain such an immersive experience by directly working for an organization, under the supervision of an experienced manager, assigned to specific tasks within a department or division of a large organization or across multiple parts of a

smaller organization or start up. As part of the diploma, students follow their placement in the organization with a reflection paper that captures the experience, the learnings, the connections with theories covered in their academic studies and a specific plan of new behaviors and enhancement of their managerial skills. The written reflection element is a critical component of this course. It is submitted to the diploma director within 2 weeks following the completion of the placement part.

- 6.5** Describe the administrative unit's planned use of existing human, physical, and financial resources, including implications for other existing programs at the university as well as any additional institutional resource commitments to support the program in step with its ongoing implementation.

### **Physical Space**

The first term is concurrent with existing graduate programs and the second term is entirely remote. As such, there are no net new physical space requirements.

### **Staff Resources**

Staffing will be through the Professional Development and Experiential Education Office (<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>). As the program grows, the School will monitor the need for net new staff to support the sourcing of internship opportunities for students.

- 6.6** Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

Please see the attached statement from York University Libraries.

- 6.7** If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.

Please see the attached decanal support statement indicating no additional resources will be required to support the diploma upon launch.

### **Resources for Graduate Programs Only (QAF 2.1.2.7)**

- 6.8** Given the program's planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.



As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

- 6.9** Where appropriate to the program, and given the program’s planned/anticipated class sizes and cohorts, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

- 6.10** Where appropriate to the program, and given the program’s planned/anticipated class sizes and cohorts, provide evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty who will provide instruction and supervision.

There are no research requirements for the diploma that would require supervision outside of coursework. The Associate Dean Students, the Associate Dean Programs and the Program Director of the AMD will, on a periodic basis, evaluate the course and its deliverables to ensure alignment with and fulfillment of the program learning outcome.

## **7. Quality and Other Indicators (QAF 2.1.2.8)**

- 7.1** Provide evidence of quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)<sup>6</sup> and staff to achieve the goals of the program.

Dr. Minerva Cernea (Associate Director, Head of the Professional Development and Experiential Education Office) will be tasked with developing and delivering the courses in this diploma program. She has extensive experience in both of these domains. As the Head of Professional Development and Experiential Education Office at Schulich, Dr. Cernea is ideally suited to teach and deliver these courses. Details on the office can be found here:

<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>

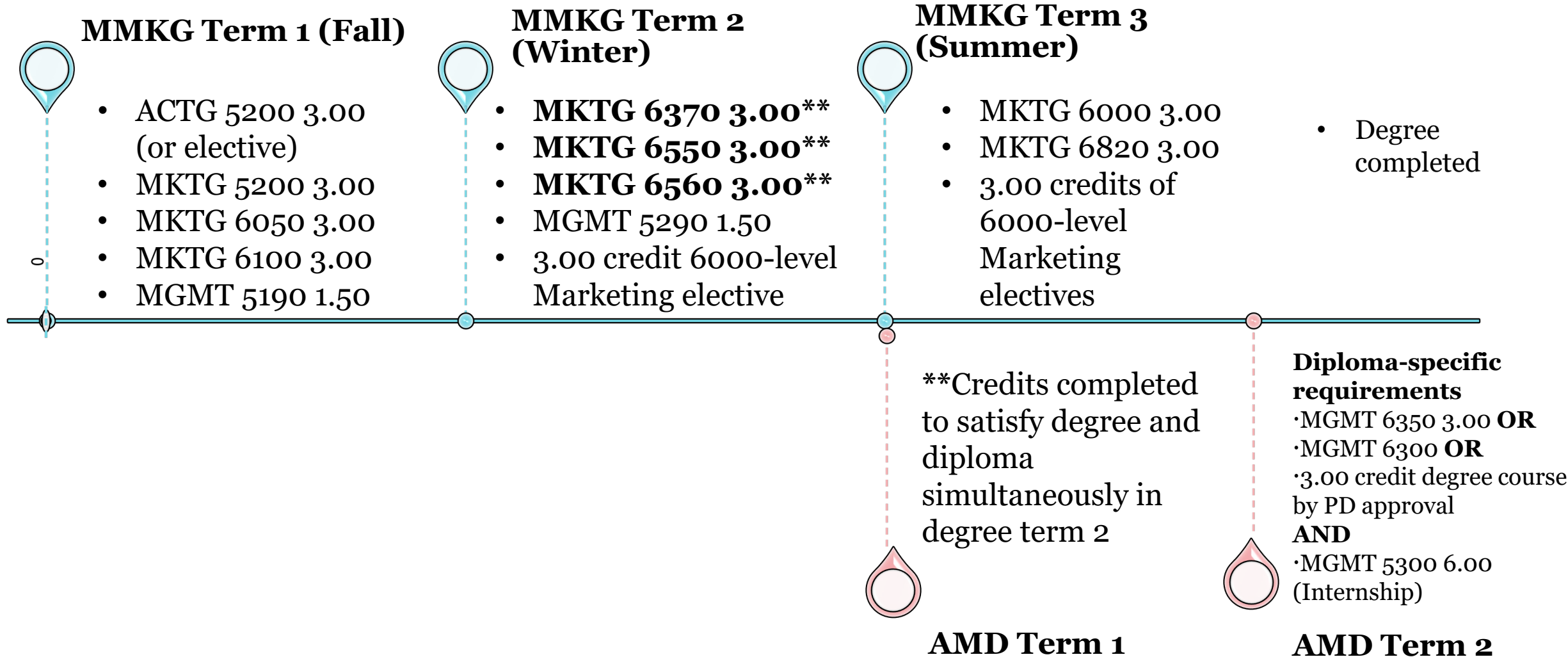
---

<sup>6</sup> This section is distinguished from the section on [Resources](#) (questions 25-31) ([QAF 2.1.2.6 a](#)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas questions 25-31 ([QAF 2.1.2.6 a](#)) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.

**7.2** Provide evidence of additional elements of the program and faculty that will ensure the intellectual quality of the student experience.

Please see the faculty CVs attached as a separate file.

# AMD Sample Timeline with MMKG Degree





# Advanced Management Diploma: Implications for 10 degree programs

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MACC

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
1.MACC	<p><a href="#">ACTG 6301 3.00</a> INTEGRATIVE CASE ANALYSIS FOR ACCOUNTANTS</p>	<p><a href="#">ACTG 6550 1.50</a> ADVANCED MANAGEMENT ACCOUNTING;  <a href="#">ACTG 6201 1.50</a> MULTI-COMPETENCY CASE ANALYSIS FOR ACCOUNTANTS  <a href="#">ACTG 6720 3.00</a> ADVANCED INCOME TAXATION  <a href="#">ACTG 6250 3.00</a> FINANCIAL REPORTING AND ANALYSIS</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MF

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
2.MF	<p><a href="#">MFIN 5200 3.00</a> FINANCIAL MANAGEMENT AND VALUATION</p> <p><a href="#">MFIN 5050 0.00</a> PROFESSIONAL SEMINAR SERIES</p>	<p><a href="#">FINE 6310 3.00</a> APPLICATIONS OF DATA SCIENCE IN FINANCE</p> <p><a href="#">MFIN 5600 3.00</a> INSTITUTIONAL WEALTH MANAGEMENT</p> <p><a href="#">FINE 6800 3.00</a> OPTIONS, FUTURES &amp; OTHER DERIVATIVE SECURITIES</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MMGT

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
3. MMGT	<p><a href="#"><u>MSTM 5050 3.00</u></a> BUSINESS AND SUSTAINABILITY</p>	<p><a href="#"><u>MKTG 5200 3.00</u></a> MARKETING MANAGEMENT  <a href="#"><u>MSTM 5220 3.00</u></a> MANAGERIAL FINANCE  <a href="#"><u>MSTM 5210 3.00</u></a> DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MMKG

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
4. MMKG	<p><a href="#">MSTM 5000 3.00</a> BUSINESS COMMUNICATION AND TEAM DYNAMICS</p>	<p>MKTG 6550 3.00  <a href="#">MKTG 6370 3.00</a> MARKETING ANALYTICS  <a href="#">MKTG 6560 3.00</a> DIGITAL MARKETING STRATEGY</p>



# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MREI

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
5. MREI	<p><a href="#">PROP 6050 3.00</a> CHANGING LANDSCAPES - HISTORICAL PERSPECTIVES ON THE INDUSTRY</p>	<p><a href="#">PROP 6450 3.00</a> LIFE OF A PROJECT  <a href="#">PROP 6550 3.00</a> SUSTAINABLE CITIES - URBANIZATION INFRASTRUCTURE &amp; STRATEGIC CHOICES  <a href="#">PROP 6850 3.00</a> STRUCTURING DEVELOPMENT TRANSACTIONS</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MSCM

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
6. MSCM	<p><a href="#">MSTM 5000 3.00</a> BUSINESS COMMUNICATION AND TEAM DYNAMICS</p>	<p><a href="#">OMIS 6200 3.00</a> STRATEGIC SUPPLY CHAIN MANAGEMENT  <a href="#">OMIS 6210 3.00</a> TRANSPORTATION AND LOGISTICS MANAGEMENT  <a href="#">OMIS 6220 3.00</a> SUPPLY RELATIONSHIP MANAGEMENT</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MHIA

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
7. MHIA	<p><a href="#">MSTM 5210 3.00</a> DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</p>	<p><a href="#">MHIA 6120 3.00</a> LEADERSHIP &amp; HEALTHCARE STRATEGY  <a href="#">HIMP 6150 3.00</a> ECONOMICS OF HEALTHCARE  <a href="#">HIMP 6180 3.00</a> ENTREPRENEURSHIP AND INNOVATION IN HEALTHCARE</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MBAN

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
8. MBAN	<p><a href="#">MGMT 6300 3.00</a> CASE ANALYSIS AND PRESENTATION SKILLS</p>	<p> <a href="#">MBAN 5110 3.00</a> PREDICTIVE MODELLING  <a href="#">MBAN 6120 3.00</a> DATA SCIENCE II  <a href="#">OMIS 6000 3.00</a> MODELS &amp; APPLICATIONS IN OPERATIONAL RESEARCH                 </p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MMAI

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
9. MMAI	<p><a href="#">MGMT 6300 3.00</a> CASE ANALYSIS AND PRESENTATION SKILLS</p>	<p><a href="#">MBAN 5140 3.00</a> VISUAL ANALYTICS AND MODELLING</p> <p><a href="#">MMAI 5040 3.00</a> BUSINESS APPLICATIONS OF ARTIFICIAL INTELLIGENCE I</p> <p><a href="#">MGMT 6700 3.00</a> PROJECT MANAGEMENT</p>

# REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MBA

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)
10. MBA	<p><a href="#">MGMT 5150 3.00</a> SKILLS FOR LEADERSHIP</p>	<p><a href="#">ACTG 5100 3.00</a> FINANCIAL ACCOUNTING FOR MANAGERS  <a href="#">FINE 5200 3.00</a> MANAGERIAL FINANCE  <a href="#">OMIS 5120 1.50</a> QUANTITATIVE METHODS  <a href="#">OMIS 5210 1.50</a> OPERATIONS MANAGEMENT</p>

Appendix B: Curriculum

Map- AMD

Advanced Management Diploma Curriculum Map	Graduate Degree Program Courses 1-3 (9.00 credits total)	Professional Development for Managers- MGMT 6350 3.00 <b>OR</b> Case Analysis and Presentation Skills- MGMT 6300 3.00	Mandatory Experiential Learning Graduate Placement- MGMT 5300 6.00
<b>Diploma Program Learning Outcome 1:</b> Demonstrate effective oral and written communication skills	D/A	D/A	A/R
<b>Diploma Program Learning Outcome 2:</b> Demonstrate the ability to work collaboratively with others	D/A	D/A	A/R
<b>Diploma Program Learning Outcome 3:</b> Demonstrate the ability to reflect on their ability to motivate others toward common goals	D	D	A
<b>Diploma Program Learning Outcome 4:</b> Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action	D/A	D/A	A/R
<b>Diploma Program Learning Outcome 5:</b> Demonstrate an understanding in the latest developments in their chosen business discipline	D/A		D/A

D= Develop

A= Assess (Summative)

R= Reinforce



# MEMORANDUM

## York University Libraries

**To:** Kathryn Doyle, Director, Academic Affairs, Schulich School of Business

**From:** Sophie Bury, Teaching and Learning Librarian, Student Learning and Academic Success Department, York University Libraries

**Date:** February 1<sup>st</sup>, 2024

**Subject:** Library Statement of Support – Advanced Management Diploma, Schulich School of Business

### Overview

A core mission of York University Libraries is to support all academic programs offered by York University. The Libraries achieve this through responsive collections, tailored library instruction, diverse spaces, emerging technologies, timely research assistance and robust publishing supports.

This statement highlights existing library resources and services which can support this program, which will be offered in conjunction with 10 different master degree programs at Schulich, and where students must be concurrently enrolled in one of those programs. Note that a majority of credits in this new Diploma program can be drawn from already existing and approved Schulich masters courses.

This statement has been prepared in accordance with the [Quality Assurance Framework](#) and conforms to guidelines developed by the Ontario Universities Council on Quality Assurance.

### Collections

#### Responsive Multidisciplinary Collections

The Libraries' collections reflect the curricular and research priorities of students and faculty. Care is given to select materials that align with new courses taught at York University, as well as emerging research and publishing trends. Through tailored purchasing profiles, the Libraries develop rich print collections and expansive electronic offerings. The Content Development and Analysis department gratefully accepts suggestions for purchase. These are reviewed with attention to cost, availability, and relevance to collection development priorities.

Collaborative collection building is a growing trend in academic libraries, as it allows libraries to pool resources for both sustainability and the greater good. York University Libraries belong to consortia such as the [Canadian Research Knowledge Network \(CRKN\)](#) and the [Ontario Council of University Libraries \(OCUL\)](#). Such partnerships enable the licensing of large-scale content acquisitions, resource discovery systems and digital



preservation. OCUL's [Scholars Portal](#) hosts comprehensive collections of eBooks, online journals, statistical survey data and geospatial datasets.

Omni, the Libraries' discovery tool, bringing our collections together with those of 18 partner Ontario university libraries, gives access to a wide variety of resources through a single bilingual (French/English) interface, including books, eBooks and their chapters, articles, dissertations, streaming media and much more. Library users can also request expedited delivery of print materials from the partner libraries. Items not part of this shared network can be borrowed from libraries around the world.

## Highlights

A complete listing of the relevant business research databases the Libraries subscribes to can be located on the [Business Resources A-Z List webpage](#). The following is a list of resources that York University Libraries subscribe to that are of particular use to students enrolled in the Diploma in Advanced Management where students can select a majority of their courses from ten already approved masters degree programs at the Schulich School of Business.

### Company Research Databases

- Mergent Online
- Mergent Intellect
- Hoovers
- Bloomberg
- S&P Capital IQ
- PrivCo
- SNL Metals & Mining
- Sustainalytics

### Industry and Market Research Databases

- IBISworld
- Marketline Advantage
- Passport
- Statista
- FitchConnect
- SimplyAnalytics (Canadian and U.S. content)
- Gartner Intraweb
- Dapresy (provides access to Vividata's Survey of the Canadian Consumer dataset)
- World Advertising Research Center
- Procurement IQ
- Preqin

### Finance, Accounting & Tax Research Databases

- Bloomberg
- S&P Capital IQ
- Datastream via the Eikon platform
- MorningStar Direct
- CPA Canada Standards and Guidance Collection via Knotia
- International Financial Reporting Standards via Knotia
- TaxFind and TaxNotes

### Business Scholarly and Trade Article Research Databases

- Proquest Business Databases
- Business Source Complete

### Newspaper / Magazine Collections

- Factiva
- Nexis Uni
- Press Reader
- Eureka.cc
- Canadian Major Dailies

### **eBook Platforms**

- Greenleaf Online Library
- De Gruyter eBooks
- Elgar Online
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francies eBooks
- ProQuest eBook Central
- Scholars Portal Books

### **Streaming Media**

- LinkedIn Learning
- Sage Research Methods
- Films on Demand

### **Archives and Special Collections**

The Clara Thomas Archives and Special Collections acquires manuscripts, rare books, and primary source materials. It also preserves records that document the history and evolution of York University. These unique collections are carefully curated to support the research and learning of faculty, students, and a community of international scholars – now and in the future. Archivists host hands-on workshops in the Archives reading room, teaching students how to handle and evaluate archival material.

## **Library Instruction**

### **Information Literacy**

Librarians and archivists apply professional guidelines when designing library instruction. The [Framework for Information Literacy for Higher Education](#), developed by the Association of College and Research Libraries (ACRL), outlines the central concepts and knowledge practices for information literacy.

The Libraries' approaches to teaching are tailored and learner centered. Students are gradually introduced to information literacy fundamentals over the course of their studies. Librarians and archivists support students along their learning journeys, progressively moving them towards greater independence and understanding.

Library personnel are able to work with instructors to customize offerings and meet learner needs. Instructors can [arrange a research skills class](#) by submitting a request online. When librarians teach an information literacy session for a specific business course, the content is aligned with the course's assignments and learning objectives.

### **Instruction Highlights**

### **Asynchronous Business Research Learning Resources**

- York University Libraries also maintains a set of step-by-step database tutorials to support students in learning how to use business databases more effectively to retrieve data and information for their business research assignments. A complete listing of the step-by-step database tutorials can be found on the [Step-by-Step Business Research Tutorials webpage](#).

- The H5P self-paced module with in-built, self-check activities and instructional videos, titled [Getting Started with Business Research](#) is designed to help both undergraduate and graduate business students get started with learning key tools and databases to support research in business programs.

## Workshops

The Libraries offer the following co-curricular workshops on topics that may be of interest to students enrolled in the Diploma in Advanced Management. Depending on the topic, these workshops are offered both in-person or synchronously via Zoom:

- Road to Research Success: How to Find Scholarly Articles and Books Through YorkU Libraries
- Academic Integrity: How to Stop Worrying About It
- Introduction to Zotero: Make Citing Easier
- Creating a Data Management Plan (DMP) for Your Research Project

A full list of [workshop offerings](#) for York University Libraries is available on the library web site.

## Research Guides

Librarians and archivists build [online research guides](#) to highlight recommended resources for programs or courses and to share research tips. The Student Learning and Academic Success department develops [online learning objects](#) such as instructional videos and self-paced modules. These teaching resources are designed to be easily embedded into learning management systems. Topics covered range from source evaluation and the information creation lifecycle to search strategies and academic integrity.

Additionally, a complete listing of the Business Research Guides can be located on the [Peter F. Bronfman Business Library Guides webpage](#). The following is a list of guides that could be useful to students in the Diploma in Advanced Management depending on the credit courses they are taking across the ten Masters programs that might apply:

- [Company Research Guide](#)
- [Industry Research Guide](#)
- [Market Research Guide](#)
- [Finance Research Guide](#)
- [Accounting Research Guide](#)
- [Corporate Governance Research Guide](#)
- [Health Industry Administration](#)
- [Mining Management](#)
- [Supply Chain Management](#)
- [Business Articles Research Guide](#)
- [Business Citation Guide](#) (specific focus on APA and MLA citation styles)
- [Career Research for Business Students](#)

## Digital Fluency

The Libraries carry out co-curricular programming to introduce students and faculty to emerging digital tools and research methods. The [Digital Scholarship Centre](#) provides training for individuals and groups. Workshops address a range of digital skills, such as data scraping, analysis, cleaning, curation, and visualization. As well, the Centre connects with instructors to design seminars that expose students to trends in open publishing, media creation and digitization best practices. Faculty can [arrange a digital skills seminar](#) by submitting a request online.

As part of the Centre's [consultation services](#), library personnel supply recommendations for sustainable and open-source tools. For instance, librarians assist with locating and creating [Open Educational Resources \(OER\)](#) such as freely available textbooks with Creative Commons licenses. They also support students with research project design, notably for initiatives with a focus on the digital humanities. Furthermore, librarians and archivists consult on how to incorporate unique digital collections stewarded by the Libraries into assignments (e.g., [York University Digital Libraries](#)).

### **Additional Teaching Support Materials**

- [Student Papers & Academic Research Kit \(SPARK\)](#)
- [Media Creation Lab teaching supports](#) (e.g., podcasting, digital storytelling, etc.)
- [On-demand tutorials](#) (e.g., Zotero, Scalar, digitization projects, etc.)

## **Spaces and Technologies**

### **Amenities for Quiet Study, Collaboration and Creation**

The Libraries host a variety of community spaces that inspire creativity, collaboration, and learning, with quiet study areas, group study rooms and public workstations. For students in online or hybrid courses there are reservable seats designated as “online class friendly,” where learners can use conferencing tools without interruptions or distractions.

The [Media Creation Lab](#) in the Scott Library is equipped with design tools for recording, editing, visualizations and augmented reality. Students and faculty can reserve workstations fitted with the latest software for media production and gaming. The planned makerspace at the Markham campus will also feature 3D printers, electronic textiles and sewing machines.

With equipment lending, the Libraries create more equitable access to novel technologies. Students and faculty can borrow devices such as tablets, laptops, virtual reality helmets, cameras, and programming kits.

### **Highlights**

- The Peter F. Bronfman Business Library, which is located on the second floor of the Seymour Schulich Building, provides students with a variety of spaces to meet their learning needs. This includes:
  - Individual study carrels
  - [Six bookable group study rooms](#)
  - A separate study room on the second floor of the Library for students enrolled in online classes
  - Lounge seating
  - Computer workstations

On the first floor of the Scott Library, [Library Accessibility Services](#) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

## **Research Assistance**

### **Timely Help, Remote or In-Person**

Our knowledgeable reference team assists faculty and students with navigating library spaces, services, and collections. Library personnel provide online research assistance in both English and French via chat, and email. [Research help services](#) are available seven days a week, with modified hours during the spring and summer.

Students and faculty have the option of in-person or chat assistance, with no appointment necessary. In general, members of the Libraries' Curriculum and Course Support department help locate sources, recommend electronic resources, discuss search strategies, and demonstrate citation management tools. For

more involved research queries, students and faculty can book one-hour [research consultations](#) with a specialist librarian or archivist, including business librarians.

The [Learning Commons](#) is a collaboration promoting support services for student success. In collaboration with the Libraries, representatives from partner providers offer coaching to help students improve their communication and academic skills. This includes programming on writing skills, career planning, time management, study skills, citing and exam preparation.

### **Data services**

[Library data services experts](#) can help researchers locate numeric data or statistics. They also provide classroom instruction about data and statistics resources in general or in specific subject areas, as well as data literacy.

## **Publishing Supports**

### **Research Visibility and Publishing Sustainability**

The Open Scholarship department promotes research intensification within the university community and beyond. Department members work closely with faculty and students to advance open access publishing models and author rights. Advocating for a shift to new models of dissemination is a core mission of the Libraries. Sharing new knowledge openly benefits both creators and society: publications are easily discovered by anyone, while authors control how their work is shared and repurposed.


The Libraries provide infrastructure to support open publishing models. For example, the Libraries maintains [YorkSpace](#), York's institutional repository. YorkSpace delivers open and permanent access to scholarship created by York faculty, students, staff, and affiliated members. Librarians and library staff assist graduate students and faculty with depositing their research into YorkSpace. Additionally, library personnel also offer guidance on establishing or transferring scholar-led journals to [York Digital Journals](#).

### **Research Data Management**

Research data management (RDM) concerns the storage, access, and preservation of data throughout the entire research project life cycle. [Support](#) is available on all aspects of this process, from the data management plans necessary in grant applications to the publishing and preservation of research data.

# Memorandum

To: Kathryn Doyle

From: Andrea Kosavic, Dean of Libraries (interim) 

Date: January 30, 2024

Subject: Library Support for the Advanced Management Diploma Program

---

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the Advanced Management Diploma Program. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program, inclusive of experiential education opportunities.

We encourage the program to connect with YUL to explore curricular integration opportunities with the Media Creation Lab, as the Libraries offer resources for faculty to integrate VR, audio and video-based assignments and activities into coursework.

The Libraries look forward to maintaining its important working relationship with faculty in the Advanced Management Diploma Program to ensure that the Libraries have the resources in place to support the teaching, learning and research needs of students and faculty.

cc: Sheril Hook, Associate Dean Libraries, Teaching and Learning  
Sophie Bury, Teaching and Learning Librarian, Student Learning & Academic Success  
Department






## Statement of Support from Anchor Dean

# Memorandum

**To:** Marcia Annisette, Vice Provost Academic, York University  
**Cc:** Ashwin Joshi, Associate Dean, Programs  
Kevin Tasa, Associate Dean, Academic  
**From:** Detlev Zwick, Dean, Schulich School of Business  
**Date:** January 9, 2024  
**Subject:** Proposal to Establish the Graduate Diploma in Advanced Management (AMD)



---

I am writing to express my enthusiastic support for the Graduate Diploma in Advanced Management (Type 2) proposal brief. The proposal articulates a well-reasoned plan to establish a credential that will be an important value proposition for Schulich students in the following programs: Master of Business Administration, Master of Accounting, Master of Finance, Master of Management, Master of Marketing, Master of Real Estate and Infrastructure, Master of Health Industry Administration, Master of Business Analytics, Master of Management in Artificial Intelligence, and the Master of Supply Chain Management. Taken concurrently, AMD will allow students in these programs to extend their program of study by one term to benefit from an internship opportunity while counting their degree coursework towards the completion of the diploma.

The AMD diploma will align fully with the learning outcomes of Schulich's existing master programs and will advance many of the strategic priorities articulated in the *York University Academic Plan, 2020-25*. By creating a stackable credential that is available to students in a variety of existing programs, AMD will align to the priority of 21<sup>st</sup> Century Learning—specifically to “attain our goal of providing every student with an experiential learning opportunity, regardless of program” and to “build essential 21<sup>st</sup> century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.”

The resource implications of the AMD diploma are net neutral for the School and the University. The courses are drawn from existing program curricula. There will be some additional input required by our Student Services and International Relations, Associate Dean, Academic, and Experiential Education offices—all of which already operate on a matrix structure and have adequate capacity to support the implementation of a new diploma. In conclusion, I wish to express my full support for the proposal and thank Associate Dean Joshi for a well conceptualized proposal for an initiative that promotes student success.



## University Policy

### Academic Conduct Policy and Procedures

<b>Topic:</b>	Academic Honesty and Student Appeals
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	TBC
<b>Effective Date:</b>	TBC
<b>Last Revised:</b>	N/A

#### 1. Preamble

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

#### 2. Purpose

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

The Policy:

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



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

### 3. Scope and Application

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

### 4. Definitions

In this policy,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A PPR Designate may be an Undergraduate Program Director (UPD), Graduate Program Director (GPD), or Chair of a department.

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

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

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

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

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

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

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

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

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

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

## 5. Policy

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

### 5.2 Breaches

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

- a. **Cheating** – the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include but are not limited to:
  - i. Using an undocumented or unreferenced content generator, including the use of text-, image-, code-, or video-generating artificial intelligence (AI);
  - ii. Obtaining assistance by means of documentary, artificial intelligence technology, electronic or other aids that are restricted by the instructor;
  - iii. Obtaining a copy of all or parts of an examination, test or course material before it is officially available;
  - iv. Copying another person's answer(s) to any submitted assessment including examination questions, assignments, and lab reports;

## ASCP Appendix B, Part 1

- v. Consulting an unauthorized source in the completion of an assessment such as a test, quiz or exam;
  - vi. Deliberately disrupting an academic evaluation by any means;
  - vii. Changing a grade, score or a record of an assessment;
  - viii. Submitting the work one has done for one class or project to another class, or as another project, without the prior informed consent of the relevant instructors;
  - ix. Submitting work prepared in whole or in part by another person, whether for money or otherwise, and representing that work as one's own;
  - x. Submitting work prepared in collaboration with a third party when collaborative work on an assessment has not been authorized by the instructor;
  - xi. Preparing work in whole or in part that is to be submitted by another student for appraisal;
  - xii. Circumventing the anti-cheating safeguards when completing in-person or remote exams, tests or assignments;
  - xiii. Representing another's substantial editorial or compositional assistance on an assignment as the student's own work; and
  - xiv. Taking any action which can reasonably be interpreted as intending to encourage or enable others to commit an offence of academic honesty.
- b. **Plagiarism** – the appropriation of the work of another whether published, unpublished or posted electronically, attributed or anonymous, without proper acknowledgement. This includes but is not limited to:
- i. Presenting all or part of another person's work or ideas as something one has produced where work includes, but is not restricted to, text, code, technical and creative production, paragraph and essay structure and organization, and other forms that constitute intellectual property;
  - ii. Paraphrasing another's writing without proper citation;
  - iii. Representing another's artistic, technical work or creation as one's own;
  - iv. Reproducing without citation the student's own work originally presented elsewhere; and

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

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

### 5.3 Jurisdiction

- a. Allegations of academic misconduct in a course will be dealt with by the Faculty offering the course. Where allegations of misconduct occurs under joint York programs or where allegations arise in more than one Faculty, the PPRs of the respective areas will determine which program or Faculty will have jurisdiction over the proceedings.
- b. Allegations of misconduct in a graduate course or in the process of working towards a graduate degree, will be dealt with by the PPR and the appropriate committee(s) of the Faculty of Graduate Studies.
- c. Allegations of academic misconduct pertaining to the falsification of one's identity, academic record or other related materials used for the purposes of gaining admission to a program or course at the University, or for reactivating registration, will be dealt with by the Office of the University Registrar.
- d. Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty or unit will have carriage of the matter.

- e. Where appropriate, academic misconduct allegations will be communicated to relevant units, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming.
- f. If the student is suspected of having committed academic misconduct in work related to a funded research project, the Office of Research Services will be notified. In these instances, the academic misconduct process will be determined by the granting agency working with the President's Office.
- g. If the student is an employee at York and is suspected of using information or resources from their employment to commit academic misconduct, the matter may also be investigated in accordance with appropriate collective agreement and Human Resources procedures.
- h. Allegations of academic misconduct **may** be referred to the Office of Research Ethics (ORE) for independent review at the outset of the academic misconduct process or after a finding of breach, whereas it is a **requirement** to refer a case of suspected breach of the Responsible Conduct of Research Policy to the ORE.
- i. All findings of academic misconduct shall be communicated to the PPR and/or PPR designate in the student's home Faculty.

#### 5.4 **Investigations**

- a. Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice.
- b. Findings of academic misconduct are made according to a balance of probabilities and not bound by formal rules of evidence applicable in courts of law.
- c. The PPR may delegate authority for certain Academic Conduct matters to PPR designates. Such delegations may vary according to the size of the Faculty, its internal governance structure, and its disciplinary standards for academic conduct.
- d. Investigations of allegations of academic misconduct of a student may be conducted by a PPR, PPR designate or appropriate Faculty or University-level body to be identified by the Senate Appeals Committee, according to associated Procedures.



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

### **5.5 Records and Notations of Decisions**

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

### **5.6 Sanctions**

## ASCP Appendix B, Part 1

- a. Violations of this Policy may lead to one or more sanctions, which may be imposed for an individual violation or for combined violations. Sanctions may include, but are not limited to the following:
  - i. written warnings or reprimands;
  - ii. educational development: requirement to complete a remedial education activity such as a workshop, an academic honesty assignment and/or a related assessment. If the activity is not completed, higher-level sanctions may be applied;
  - iii. resubmission of the piece of academic work in which the violation was committed, for evaluation with or without a grade sanction;
  - iv. completion of a make-up assignment or other form of assessment;
  - v. a lowered or failed grade, including a grade of zero, on the assignment in question;
  - vi. a lowered grade in the course;
  - vii. failure in the course (with permanent grade of record);
  - viii. a permanent grade of record wherein the grade assigned shall remain as the one grade of record for the course even if the course is repeated;
  - ix. research-based sanctions:
    - completion of a required research survey paper;
    - confidential Referral to the Office of Research Ethics with appropriate disclosure; and
    - denial of permission to use certain facilities of the University, including computer facilities, studios, and laboratories, for a designated period of time.
  - x. suspension from the University for a definite period ranging from one term to up to six consecutive terms (two years), effective either immediately or at the conclusion of the academic session during which the sanction is imposed; students may or may not be permitted to complete courses that are ongoing at the time of a decision but will be withdrawn from any courses in which they have registered and which would begin during the suspension;
  - xi. expulsion from the University;
  - xii. withholding or rescission of a York degree, diploma or certificate, or another credential;

- xiii. rescission of admission to the University;
  - xiv. transcript notation, which may be permanent or for a specified period of time and may be combined with any sanction, but will always be included with suspensions, expulsions and the withholding or rescission of a degree, diploma, certificate or other credential; and
  - xv. suspension or expulsion from the University and withholding or rescinding a degree may only be imposed by a Faculty Appeals Committee. The Faculty Appeals Committee is required to report expulsions to the Senate Appeals Committee.
  - xvi. When a Faculty decides to rescind a degree, diploma or certificate, or applies another penalty that may be considered negatively transformational, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.
- b. Sanctions will take into account all the circumstances of the case, including but not limited to:
- i. whether it is a first or subsequent offence;
  - ii. the relative weight of the assignment in question;
  - iii. student's academic experience;
  - iv. the severity of the conduct;
  - v. whether the student accepted responsibility for the conduct;
  - vi. the extent to which the integrity of the student evaluation process was impaired;
  - vii. the extent of the harm caused to the University, one or more of its members, and/or third parties;
  - viii. academic misconduct by a graduate student will generally result in more severe consequences than for undergraduate students;
  - ix. extenuating circumstances or aggravating factors that may help explain the action taken by a student.

## 5.7 Appeals

- a. Appeals of decisions taken by the PPR or PPR designate in relation to this Policy may be appealed to the Faculty Appeals Committee (see definitions). The process associated with Appeals is set out in the associated Procedures.

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

## 6. Roles and Responsibilities

- 6.1 All **members of the University community** (students, faculty, instructors, staff, and invigilators) have responsibility for upholding the standards of good academic conduct as set out in this policy. All members of the University have the responsibility to:
- a. identify and report incidents of academic misconduct in a timely manner to the relevant unit or Faculty Dean's office;
  - b. provide assistance and cooperation in investigations and adjudication processes; and
  - c. engage in the promotion of education and related remedial activities associated with this Policy.
- 6.2 It is the responsibility of **students** to:
- a. read and become familiar with this Policy and to comply with the principles and practices of good academic conduct set out herein;
  - b. become familiar with related educational resources including, but not limited to those offered through the office of the Vice-Provost academic; York University libraries; York University Writing Centre, and at the Faculty level.

- c. follow their instructors' expectations for using text-, image-, code-, or video-generating artificial intelligence (AI); referencing sources; group work and collaboration, and be proactive in pursuit of clarification and resources to support these expectations;
- d. take necessary precautions to prevent their work from being used by other students;
- e. use course and exam software in a manner that is consistent with this policy; and
- f. act in accordance with this policy and/or the Policy on Responsible Conduct of Research when conducting and reporting research.

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

- a. read and become familiar with this Policy and comply with the principles of good academic conduct set out herein;
- b. communicate with and support students in following instructors' expectations for using text-, image-, code-, or video-generating AI; referencing sources; conducting group work and collaboration;
- c. encourage and support students to uphold the principles and standards of good academic conduct when conducting and reporting research;
- d. include a statement on academic integrity on course syllabi
- e. consider regular course revisions to cultivate an environment that supports upholding good academic conduct;
- f. identify and report all suspected incidents of academic misconduct to the Faculty PPR or PPR designate; and
- g. collect or assist in the collection of necessary information; participate in an investigation and be prepared to act as a witness at any hearing of the matter in order to fulfil the duty to comply with procedural fairness and natural justice.

## 7. Review

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

## 8. Procedures

8.1 Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice:

- a. the student will first be informed by the PPR or PPR designate of the allegations against them and then will normally have access to any available evidence against them;
- b. the student will be informed of their right to have a Support Person throughout the process;
- c. the student will be provided with an opportunity to respond to the allegations and evidence against them;
- d. while admissibility is not governed by the formal rules of evidence, appropriate weight will be given to evidence based on its credibility or reliability; and
- e. the student will have the right to request leave to appeal a decision.

8.2 Reporting Suspicion of Academic Misconduct

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

University, a program or course, or reactivating registration.

### 8.3 Responsibility for Initiating and Conducting an Investigation

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

### 8.4 Procedures for Initiating and Conducting an Investigation

- a. Where there are reasonable grounds to believe there has been a breach of this Policy and an investigation is being initiated, the responsible authority as outlined in Section 8.3 will notify the PPR or PPR designate (if the responsible authority is not the PPR or PPR designate).
- b. Upon receipt of notification, the PPR or PPR designate will:
  - i. post a block on enrolment activity in the course. The student may not drop or be deregistered from the course for any reason, withdraw from the University or obtain transcripts until a final decision is reached. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed but, if the student is found to have performed academic misconduct, the recipients of the transcript will be provided automatically with an updated transcript;
  - ii. notify the PPR in any other relevant unit, as required, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming, normally on the same day the student is notified.
- c. Once it is determined that there are reasonable grounds to begin an investigation and a block on enrollment is initiated, the individual

undertaking the investigation (PPR or PPR designate) will notify the student in writing (by email or by registered mail) at the first available opportunity, normally within five business days of the block on enrollment, communicating:

- i. the allegation and a summary of the evidence available and the possibility that a sanction will be imposed;
  - ii. that they will not be permitted to withdraw from the course in question and that a hold will be placed on their record pending the outcome of the investigation;
  - iii. that the student, or the PPR or PPR Designate, may elevate the matter to the Faculty Appeals Committee for review;
  - iv. their right to provide a response to the allegations in writing or in person, or to discuss the allegations with the investigator (in person, by phone or videoconference), and if a response is not received within 10 business days, the PPR may continue and conclude the investigation without the student.
  - v. their right to be assisted by a Support Person (if they choose), who may provide support and advice and speak on behalf of the student; and
  - vi. that they will be provided any additional evidence that becomes available over the course of the investigation and afforded the opportunity to respond.
- d. If the student does not provide a response within 10 business days, the PPR or PPR designate may continue and conclude the investigation.
- e. The PPR or PPR designate will assess all available evidence, including but not limited to:
- i. reviewing documents and other records, including a written or verbal response from the student, if provided;
  - ii. reviewing audio or video recordings or photographs;
  - iii. reviewing evidence produced by plagiarism or cheating detection software;
  - iv. interviewing the student;
  - v. interviewing witnesses; and
  - vi. examining physical evidence.



- f. Once the investigation is complete, the PPR or PPR designate will determine, on a balance of probabilities, whether a breach occurred.
- g. Where the PPR or PPR designate believes the evidence gathered points to academic conduct grave enough to warrant a suspension, expulsion, or other penalties that are negatively transformational, the PPR or PPR designate shall refer the matter in the first instance to the Faculty Appeals Committee for review. In such instances, the Faculty Appeals Committee process will take effect, otherwise the process outlined hereunder 8.4 will be continued by the PPR or PPR designate.
- h. If it's determined that a breach occurred, the PPR or PPR designate will initiate a check for past offences.
- i. The PPR or PPR designate will take into account the circumstances of the case in deciding appropriate sanction(s) in accordance with the Policy.
- j. The decision will be provided to the student in writing (sent by email or registered mail), and will include the following:
  - i. a summary of the investigation process including relevant timelines;
  - ii. a summary of the key evidence obtained during the investigation, including the response of the student to the allegation;
  - iii. an indication of which key evidence was considered credible and reliable;
  - iv. the decision reached on a balance of probabilities and the reasons for the decision;
  - v. the sanction, if any, being imposed including a rationale for the sanction;
  - vi. if a sanction is being imposed, information regarding the student's right to appeal and path for appeal; and
  - vii. a request that the student acknowledge receipt of the decision via email contact information provided in the decision letter or email sent to the student.
- k. Absent the receipt of student acknowledgement within 10 business days, the decision will stand.
- l. The decision will be provided to the PPR in the student's home Faculty if it differs from the Faculty or unit in which the investigation was conducted.

## 8.5 High Volume Academic Misconduct

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

#### 8.6 Records of Academic Misconduct Findings

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

decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.

## 8.7 Appeals

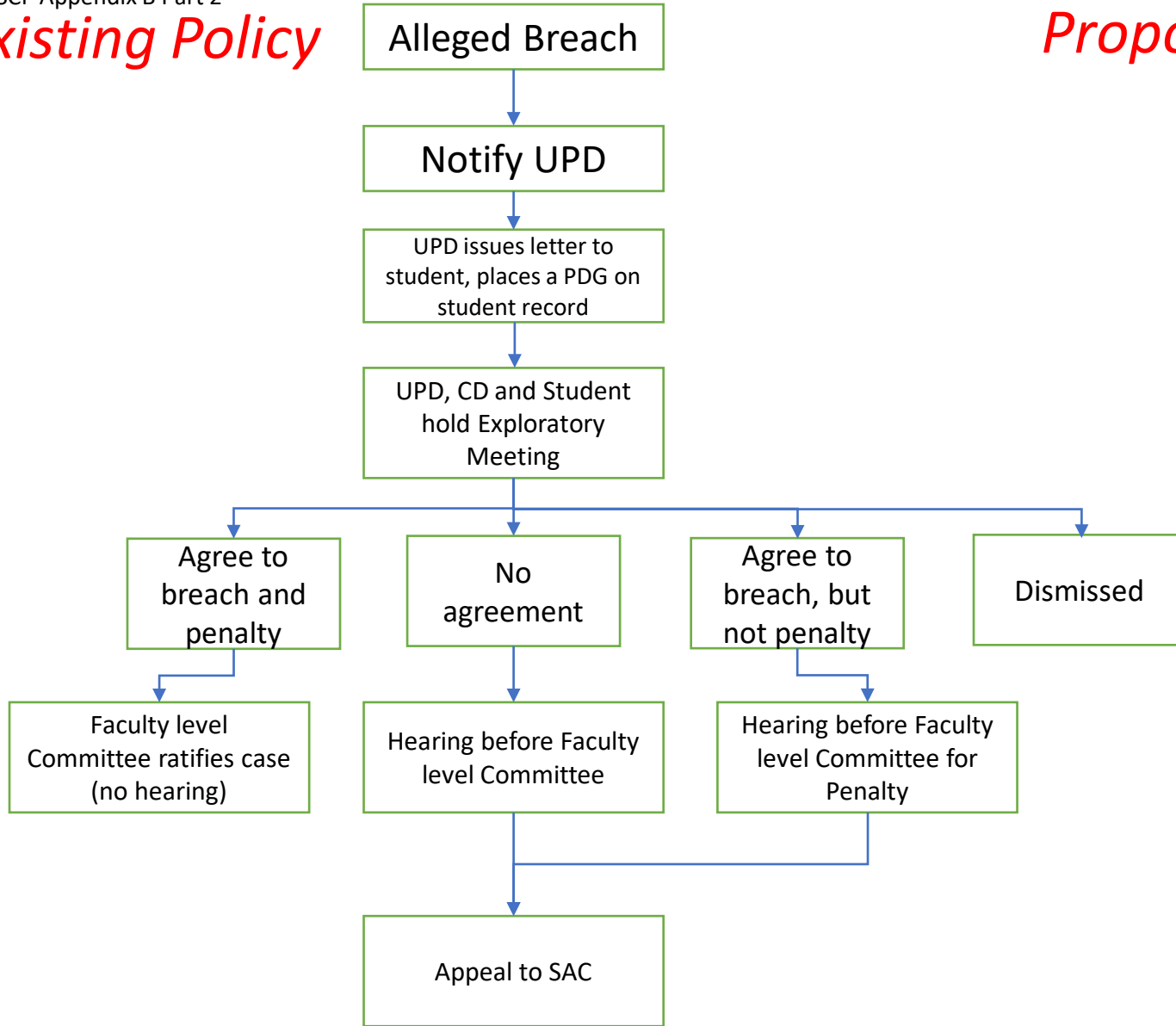
- a. Appeals relating to any decision taken by a PPR or PPR designate in relation to this Policy shall be considered by the Faculty Appeals Committee.
- b. The student must submit a notice of appeal to the Faculty Appeals Committee within 10 business days of receiving the decision.
- c. Upon receipt of a notice of appeal, the Faculty Appeals Committee will notify the PPR or PPR designate and give them an opportunity to submit a response to the notice of appeal. The PPR or PPR designate shall normally respond within 10 business days.
- d. All documents considered by the PPR or PPR designate will be considered by the Faculty Appeals Committee and a copy of the evidence, as set out in Section 8.4(e), will be given to the student. Both the student and the PPR or PPR designate may submit additional supporting documentation by no later than two business days prior to the hearing.
- e. The Faculty Appeals Committee will provide the student with a copy of the Committee's procedures.
- f. All parties will receive not less than 10 business days notice of the time and location of the hearing, which may be held in person or by videoconference.
- g. All parties must inform the Faculty Appeals Committee of their intention to call witnesses and file names of these witnesses at least five business days prior to the hearing.
- h. Only the Faculty Appeals Committee members and Secretary, PPR or PPR designate, the student and their Support Person, and the witnesses may be present at a hearing. The faculty member(s) or person(s) who reported the academic misconduct or other persons with knowledge of the allegation may attend as witness(es). Committee members are expected to act with impartiality (as defined in section 4).
- i. Witnesses shall be present at the hearing only while testifying, but exceptions may be made at the discretion of the Faculty Appeals Committee. The Chair of the Committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the

Committee may be required to leave. Witnesses will be reminded about the expectation of confidentiality.

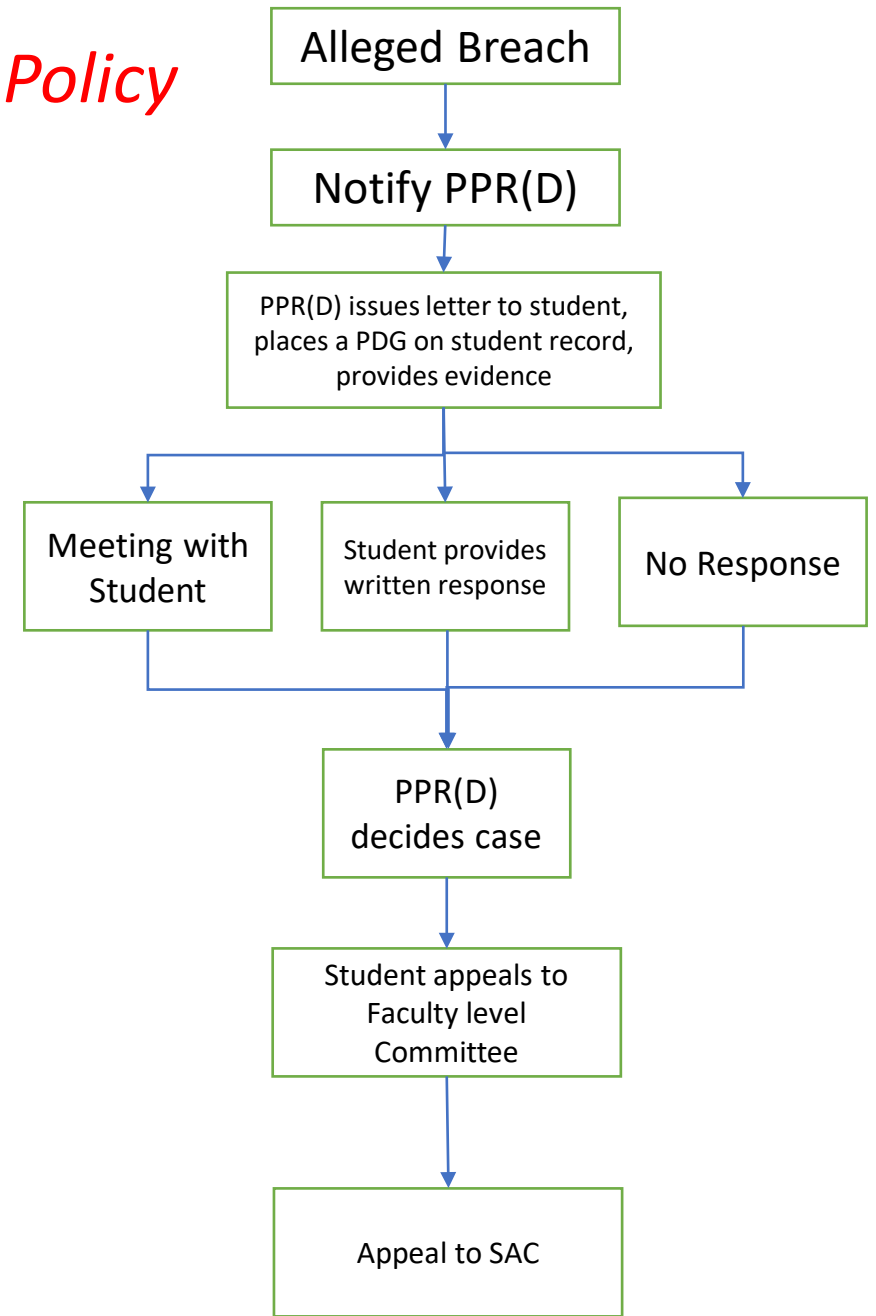
- j. If a student fails to appear at a hearing, the hearing may proceed, and the Faculty Appeals Committee may issue a decision. The Committee may postpone the hearing if the student can establish, in advance of the hearing and to the satisfaction of the Committee, that there are circumstances beyond their control which make an appearance impossible or unfairly burdensome.
- k. Electronic recordings of hearings may be permitted if all parties agree. The Secretary of the Faculty Appeals Committee is responsible for coordinating and maintaining, within the Faculty Dean's office, the sole electronic record of the hearing.
- l. The Faculty Appeals Committee shall consider the facts and circumstances of the case and determine, on a balance of probabilities, whether a breach has occurred and/or whether the sanction imposed by the PRR or PRR designate is appropriate.
- m. If the Faculty Appeals Committee confirms the original finding, it may maintain the original sanction, or it may change the sanction.
- n. If a sanction is imposed that requires an alteration of a student's academic record, a copy of the decision of the Faculty Appeals Committee will be sent to the Office of the University Registrar for the sanction to be implemented. The decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.
- o. A record of the proceeding will be kept in the student's file to be housed in the student's home Faculty, Dean's office. The Record of the Proceeding shall include:
  - i. the allegation of academic misconduct and all documentary evidence filed with the Faculty Appeals Committee;
  - ii. the notice of the Hearing; and
  - iii. the decision of the Faculty Appeals Committee.
- p. The Faculty Appeals Committee Secretary is responsible for ensuring all relevant records of the proceeding are included in the file and filed appropriately.
- q. The student may subsequently appeal the decision of the Faculty Appeals Committee to the Senate Appeals Committee (SAC) on the grounds for appeal set out in the Senate Appeals Committee Procedures.

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

# Existing Policy



# Proposed Policy



## ASCP Appendix B Part 3

### Chronology of milestones in the development of the draft Academic Conduct Policy and Procedures

Timing	Activity
March 2017	Working Group on Academic Integrity convened
Winter and Spring 2019	Findings and recommendations of Working Group on Academic Integrity conveyed to ASCP and Senate (summary available in the <a href="#">March 28, 2019 Senate agenda package</a> )
Fall 2019	Draft Academic Conduct Policy and Procedures received from former University Secretary and General Counsel Maureen Armstrong
February 2020	First meeting of ASCP-SAC Academic Honesty Policy Review Working Group
May 2020	Review of draft Academic Conduct Policy by ASCP and its Coordinating & Planning Sub-Committee
June 2020	Final meeting of Policy Review Working Group
July to September 2020	Policy and Procedures updated to reflect input from Working Group and Office of the Counsel
October 2020	Review of updated draft Academic Conduct Policy and Procedures by SAC and ASCP's Coordinating & Planning Sub-Committee
November 2020	Review of updated draft Academic Conduct Policy and Procedures by ASCP
February 2021	Community consultations on draft Policy and Procedures launched
Spring 2021	ASCP Coordinating & Planning Sub-Committee review of consultation feedback  ASCP approval of the creation and Terms of Reference of a second Working Group to review consultation input and finalize Policy and Procedures  First meeting of second Working Group
Fall 2021	Review of consultation input by second Working Group, resulting in further updates to draft Policy and Procedures
Spring 2022	Targeted follow-up consultations with Faculties based on consultation input and revised draft Policy and Procedures
June 2022	Final meeting of second Working Group

<b>Timing</b>	<b>Activity</b>
Fall 2022	SAC and ASCP review of Policy and Procedures Senate facilitated discussion of Policy and Procedures
Fall 2022	Draft policy posted on ASCP webpage; community feedback invited.
Winter 2023	WG #3 initiated by ASCP and included members of past working groups; ASCP invited participation from student leaders from the Senate Student Caucus, the York Federation of Students, and York University Graduate Student's Association.
May-June 2023	Draft policy was revised to reflect feedback received from several Faculties, academic departments, Counsel, ombudsperson, academic integrity officer, and other community members.
Fall 2023	ASCP, comprising a majority of new members, reviewed and made clarifying edits to the Draft Policy before transmitting to SAC for comments.
December 2023	Chairs of SAC and ASCP led a joint discussion of the document at a SAC meeting. SAC concurred with the Draft Policy progressing to Senate, pending clarifying edits.
January 2024	ASCP sought input on the Draft Policy at a meeting with Associate Deans.
February 2024	ASCP Coordinating and Planning Sub-Committee reviewed the revisions resulting from the meeting with Associate Deans.
March 2024	ASCP reviewed and approved the document for discussion at the April Senate meeting
May 2024	ASCP plans on seeking Senate approval for the new Academic Conduct Policy.



# Senate Committee on Tenure and Promotions

## Report to Senate

At its meeting of April 25, 2024

### For Information

#### **1. Tenure and Promotions Data, 2022-23**

The total number of files completed in 2022-23 was 65 as compared with 70 in 2021-22 and 54 in 2020-21. Of the 65 cases, 12 were dealt with by a panel of the Senate Committee on Tenure and Promotions. Of the files completed this year by the Senate Committee, two were referred back to the Adjudicating Committee.

A statistical report of files reviewed in 2022-23 is set out in Table 1 and Table 2 with 2021-22 data provided for comparison. The yearly caseload from 2008-09 to 2022-23 is set out in Figure 1.

#### **2. Unit-level Standards**

In 2022-23, the cleanup exercise of unit-level standards continued. Efforts were made to assess the status of all standards and to begin to build a comprehensive repository.

Additionally, the Committee reviewed standards from seven units, suggesting revisions to find them in accord with the University criteria. An updated status report is attached as Table 3, although it is expected that there may be some further updates as the Committee continues to work with units on the accuracy of its records in relation to standards.

#### **3. Appeals of Denial of Advancement to Candidacy**

There were no appeals of denial of advancement to Candidacy in 2022-23.

#### **4. Senate Tenure and Promotion Sub-Committees/Panels**

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them sub-committees of the Senate Committee on Tenure and Promotions:

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

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

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

- Education
- Environmental and Urban Change
- Osgoode
- Schulich

## **5. Process Matters and Guidance from the Senate Committee**

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

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

Some of the ongoing procedural problems with files that have been identified by the Senate Committee include:

- There are areas in the file where information is lacking, particularly with regards to an insufficient narrative in committee reports;
- The evidence in the file is not matched to the recommendation;
- A full and balanced report, addressing all the evidence in the file both positive and negative, is not provided;
- Irregularities in Adjudicating Committee and File Preparation Committee composition and quorum issues;
- Misunderstandings related to the Adjudicating Committee's voting requirements, including the need for all members to vote on all criterion areas unless recused from file;
- Irregularities or lack of clarity in compiling lists of potential PC&S, Teaching and/or Service referees, including:
  - Lack of clarity as to arm's length relationship of PC&S referees
  - Comment from co-authors/collaborators is missing or incomplete
  - Unsigned letters included in the file, particularly student evaluations
  - Letters from graduate students currently being supervised are included in the file; and
- Sample letters not included in the file.

However, there are limitations to this approach, which helps in refining the process but may not fully address the root causes of recurring issues. The Senate Committee remains focused on identifying and addressing these root causes with the goal of reducing the number of procedural irregularities. We recognize the dynamic nature of committee membership and the challenges that result. The

Committee continues to strongly encourage units to develop a proactive approach to training, ensuring that new committee members familiarize themselves with the [Senate T&P Policy, Criteria & Procedures](#) as well as the resources found in the [T&P Toolkit](#).

This year, the Senate Committee expanded its educational and outreach efforts and participated in a number of training sessions for both staff and committees across various Faculties. In an effort to further this initiative, the Senate Committee has also expanded its collaboration with the Faculty Affairs division, working together to enhance the understanding and application of tenure and promotion criteria through shared expertise and resources. This partnership underscores a joint commitment to improving the tenure and promotion process for all involved.

Finally, the Senate Committee recognizes the concerns surrounding the tenure and promotion process timeline and its significance to our faculty members. We aim to explore opportunities to refine and improve the process, ensuring that any enhancements are made with the utmost respect for the established procedures as set out in the Senate T&P Policy, Criteria & Procedures. This review is part of our ongoing commitment to support and improve the tenure and promotion experience for all participants, within the boundaries of our established framework.

Simone Bohn, Chair 2023-24

**Table 1**  
**Number of Cases Completed 2021-22 and 2022-23**  
**By Type of Application and Gender<sup>1</sup>**

Application Type:	Professor		T&P to Associate Professor		Tenure only		Promotion to Associate only		Total Number	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Number of Applications	11	27	54	42	0	0	0	1	65	70
Female Candidates	8	13	28	21	0	0	0	1	36	35
Male Candidates	3	14	26	21	0	0	0	0	29	35

**Table 2**  
**2022-23 Summary of Review Committee Recommendations to the President**  
**by Decision and Gender**

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

<sup>1</sup> Data in Table 1 and Table 2 cover decisions made between September 1, 2022 and August 31, 2023.

**Figure 1**

**Number of Tenure and Promotion Cases by Year, 2008-09 to 2022-23**

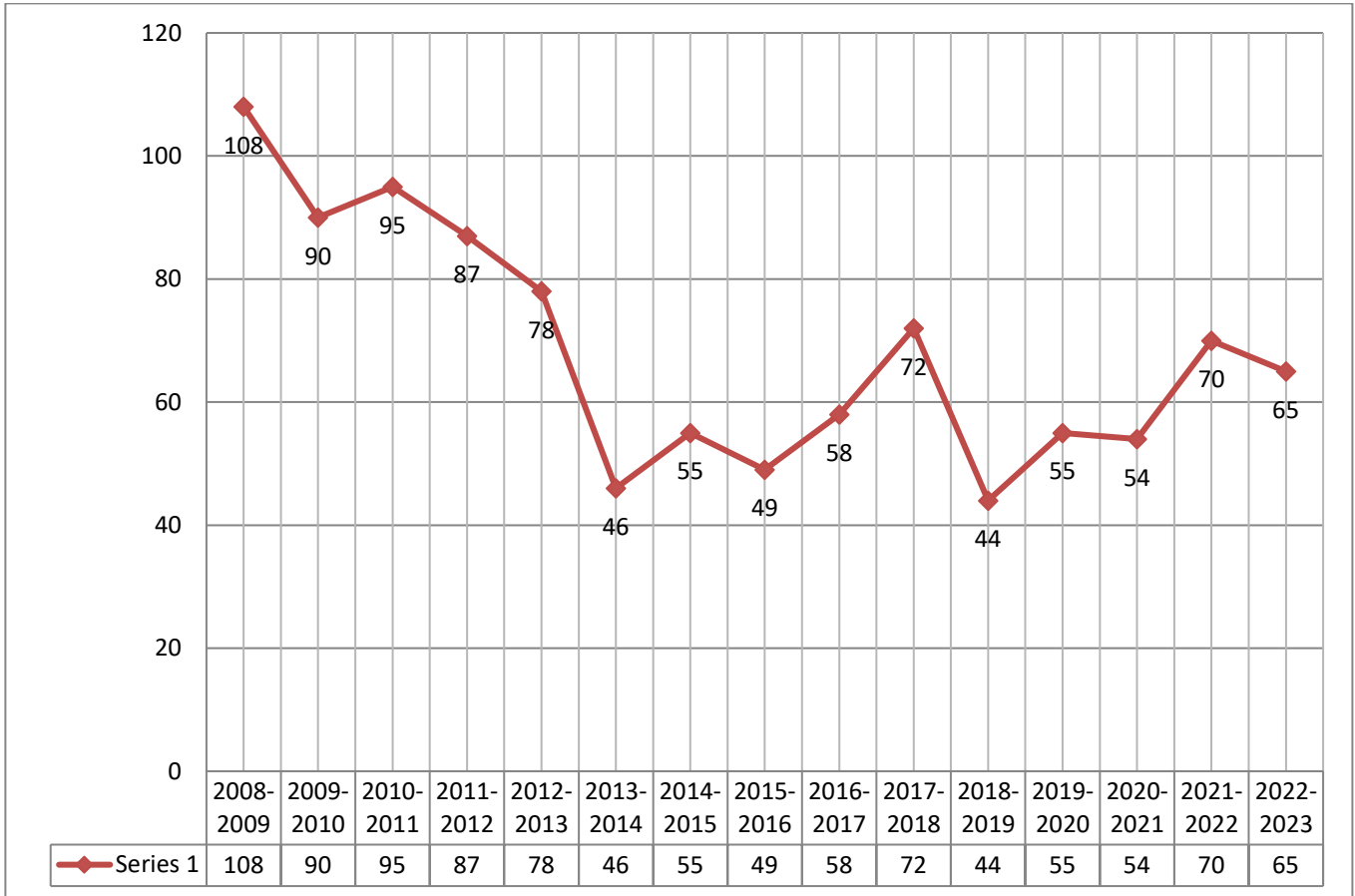


TABLE 3  
Unit-level Standards Status Report as of August 2023

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

## The Senate of York University – Minutes

**Meeting: Meeting:** Thursday, 28 March 2024, via Zoom

P. Puri (Chair)	A. D'Souza	M. Longford	A. Pyée
L. Sergio (Vice-Chair)	M. Ebrahimi	W. Maas	G. Rao
P. Robichaud (Secretary)	C. Ehrlich	A. MacLachlan	S. Rehaag
G. Alboiu	J. Elwick	A. Macpherson	T. Rimmel
O. Alexandrakis	T. Farrow	H. Mahon	N. Robinson
J. Allen	M. Fiola	C. Mallette	V. Saridakis
M. Anisette	S. Gajic-Brueya	D. Matten	B. Spotton Visano
A. Asif	L. Gilbert	A. Maxwell	C. Steele
G. Audette	M. Giudice	C. McAulay	J. Sutherland
M. Baljko	A. Glasbeek	A. McKenzie	M. Tadros
N. Balyasnikova	J. Goodyer	J.J. McMurtry	K. Tasa
R. Bashir	A. Gorgani	B. Meisner	A. Taves
T. Baumgartner	R. Green	R. Metcalfe	K. Taylor
L. Bay-Chen	M. Hamadeh	K. Michasiw	M. Thomas
A. Belcastro	M. Haslam	A. Mishra Tarc	G. Tourlakis
S. Bell	W.M. Ho	M. Morrow	P. Tsaparis
D. Berbecel	E. HoquePrince	L. Nguyen	P. Tsasis
M. Biehl	Y. Hwang	A. Norwood	R. Tsushima
S. Bohn	S. Karimi	R. Ophir	B. van Rensburg
S. Brooke	K. Kontogiannis	M. Ott	G. Vanstone
M-H. Budworth	A. Kosavic	A. Ouedraogo	A.M. Viens
S. Bury	T. Kubiseski	D. Palermo	R. Wang
D. Cabianca	M. Lambert-Drache	S. Paradis	S. Warwick
M. Cado	G. Langlois	P. Park	N. Waweru
J. Connolly	M-H. Larochele	V. Pavri	A. Weaver
N. Couto	S. Lazarev	A. Pechawis	R. Wellen
A. Czekanski	R. Lee	L. Philipps	R. Whiston
A. Davis	N. Lemish	D. Pilon	M. Winfield
S. Day	R. Lenton	M. Poirier	P. Wood
M. Di Paolantonio	N. Livingston	M. Poon	G. Zhu

### 1. Chair's Remarks

The Chair, Poonam Puri, welcomed Senators to the 705th meeting of Senate, and expressed thanks to Senate Executive Committee for their work related to protecting academic integrity during the labour disruption. Business Arising from the Minutes

## The Senate of York University – Minutes

### 2. Business arising from the Minutes

No items were raised.

### 3. Inquiries and Communications

A synopsis of the 24 February 2024 meeting of the Board of Governors was presented for information. The approval of an increase to the Budget of \$20.0M (from \$260.5M to \$280.5M), inclusive of a budget contingency amount of \$5.6M and HST, to complete the construction of the Markham Campus building was highlighted for Senate's awareness. The increase was attributed to pandemic-related cost escalations, material and labor shortages, and construction sector challenges.

### 4. President's Remarks

The President spoke to the following:

- York University has been given approval to create a School of Medicine (SoM) with a \$9 million development fund. However, this should not affect the financing of other faculties. The aim is to offer accessible medical education, contributing to the community and focusing on primary care and population health. Challenges such as a decrease in international enrollment due to federal caps must be addressed collaboratively.
- York faces significant financial strain due to tuition freezes, grant inadequacies, and the recent revocation of Bill 124, impacting budget plans and requiring adjustments to the university fund allocation. The University aims to grow by aligning its reduced revenue with its expenditures, focusing on high-quality student learning, program innovation, and enhancing reputation. The strategy includes protecting smaller programs and diversifying revenue sources beyond enrollment. Administrative cuts will be necessary to protect academic faculties. York is committed to adapting strategically to challenges while preserving opportunities for long-term growth, such as the development of the Markham campus and the School of Medicine.

Senators engaged in a discussion about the approval of a budget increase for the construction of the Markham Campus building, citing pandemic-induced cost escalations and the necessity to avoid delays in opening the campus. Concerns were raised about committing to the School of Medicine without Senate's approval and the impact on the University's cash reserves and operating budget.



## Committee Reports

### 5. Executive Committee

#### a. Reduction to Length of 2024 Winter Term Remediation Period

Senate Executive recommended that Senate approve a reduction in the length of the 2024 Winter term by two weeks for the remediation period that will follow the end of the disruption for the resumption of courses that were suspended, except for programs that have accreditation requirements that define the length of term / number of contact hours.

Senators engaged in a discussion regarding the reduction, the implications of remediation, fairness, and academic integrity. There was uncertainty regarding the overlap with the summer term, with past precedence suggesting flexibility. The discussion highlighted the difficulties in finding a solution that accommodates all students, and the potential costs associated with delaying the start of the summer term.

It was moved, seconded and *carried* **that Senate approve the reduction in the length of the 2024 Winter term by two weeks.**

At this time, it was moved, seconded and *carried* **that the Senate meeting be extended by 20 minutes.**

#### b. Actions Taken by the Committee Since the Outset of the Disruption

The Committee Chair presented for information a chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on 26 February 2024. It reflected actions and decisions made at the Committee's several special meetings this month, through email canvasses and its regular meeting on 19 March, and communications issued by Executive on academic remediation actions and term adjustments.

#### c. Request from Senators for Executive Committee Statement on Academic Integrity

The Chair presented a statement in response to the request made by members of Senate for the Executive Committee to clarify its understanding of Senate policy on matters of maintaining the academic integrity of courses during a disruption. Although class cancellation was recognized as a priority for the last few years, action was delayed by other pressing priorities, including the pandemic's impact on academic

## The Senate of York University – Minutes

activities from 2020 to 2023. The Committee recognizes the need to discuss, once academic activity is back to normal, policy issues that arose during the current disruption.

A discussion ensued focusing on governance issues related to enforcing senate policies, the challenges of filling committee positions, and the participation of non-senators in meetings. Senate Executive confirmed its understanding of Senate rules that while non-senators may observe meetings, speakers must be members of Senate, or speak at the invitation of a Senator. Additionally, there were concerns about extending the deadline for course drop refunds to align with the extended drop deadline, and the possibility of including students in committees to address labour disruption issues.

### **d. Communication from Faculty of Graduate Studies Faculty Council**

Executive Committee brought forward for information a communication from the Faculty of Graduate Studies Faculty Council expressing a set of considerations to be weighed in remediation planning pertaining to graduate courses and programs. Time did not permit discussion and the communication was considered as read.

## **6. Academic Policy, Planning and Research**

### **a. Academic Restructuring within School of Arts, Media, Performance & Design**

Notice was provided of intent to *put the following statutory motion to Senate*:

That Senate recommend to the Board of Governors the establishment of a Department of Theatre, Dance, & Performance in the School of Arts, Media, Performance & Design (AMPD), disestablishment of the Department of Dance and Department of Theatre & Performance, effective 1 May 2024, and transfer the constituent academic programs and curricula from the two existing departments to the above-noted new department.

The Committee Chair noted that the proposal had full support of the Faculty and its departments, and strong interest amongst colleagues to move this forward. A transition plan is in place to implement the new structure for May 1.

It was moved, seconded and *carried that Senate extend the meeting by another 15 minutes.*

## The Senate of York University – Minutes

### b. Information Items

APPRC reported on:

- undergraduate and graduate applications and enrolment projections at Markham Campus for FW 2024;
- the new federal Policy on Sensitive Technology Research and Affiliations of Concern (STRAC), introduced to protect Canada’s research ecosystem from foreign influence by research institutions connected to military, national defense, or state security entities; and
- the expansion of the Horizon Europe Research program to include eligibility of Canadian researchers and innovators to ensure York’s community of scholars is aware of the potential offered by the expansion

### 7. Academic Standards, Curriculum and Pedagogy

#### a. Exception to the Senate Policy on Bridging Programs for the Language Pathway Program

It was moved, seconded and *carried* that **Senate approve the request for an exception to the Senate Policy on Bridging Programs, for a pilot period of five (5) years, to allow the School of Continuing Studies to increase the number of credits that could be earned in the Year-1 Language Pathway Program from 9 credits to 24 credits, to be done in partnership with other York Faculties, effective F2024.**

#### b. Changes to academic regulations on language requirements for BA degrees, Glendon

ASCP recommended that Senate approve a modification to the Glendon Academic Regulations on language requirements for BA degree programs, to include Indigenous Language as an option for self-identified Indigenous students to satisfy the requirement of a nondominant language, effective F2024.

Senators’ discussion addressed the proposal allowing self-identified Indigenous students, not just speakers, to take Indigenous language courses, currently limited to Anishinaabe and not inclusive of other Indigenous languages due to community language constraints and course offerings. Concerns about limiting language proficiency to English or French were raised, with the possibility of expanding language options through partnerships with other institutions also being explored.

## The Senate of York University – Minutes

It was moved, seconded and *carried* that **Senate modify the Glendon Academic Regulations on language requirements for BA degree programs to include Indigenous Language as an option for self-identified Indigenous students.**

**c. Suite of Interrelated changes to Master of Accounting degree program, the Diploma in Intermediate Accounting (Type 3), and the Diploma in Advanced Accounting (Type 1), Schulich School of Business**

It was moved, seconded and *carried* that **Senate approve the following set of three interrelated changes to graduate accounting programming housed in the Schulich of Business, effective May 2024:**

- **Consolidation of the consecutive (Type 3) Diploma in Intermediate Accounting, offered over two terms (15-credits per term), into the Master of Accounting degree program, offered over three terms (15-credits per term), into a single four-term (60-credits) Master of Accounting degree program, with a promotional standard of a minimum Cumulative Grade Point Average (CGPA) of 4.2 at the end of the first term of the program.**
- **Modification of the Diploma in Intermediate Accounting from a standalone (Type 3) diploma to a Type 1 Diploma in Intermediate Accounting, to be available as an exit option to students in the Master of Accounting degree program.**
- **Changes to the Type 1 Diploma in Advanced Accounting from a two-term (30 credits) program to a three-term (45 credits) program, to be available as an exit option for students in the Master of Accounting degree program.**

**d. Addition of a 90-credit BA degree option in Communication and Media Studies, Faculty of Liberal Arts and Professional Studies**

It was moved, seconded and *carried* that **Senate approve the addition of a 90-credit degree option to the BA degree program in Communication and Media Studies, LA&PS, effective F2024.**

## **8. Tenure and Promotions**

**a. 2022-2023 Annual Tenure & Promotions report**

Receipt of the 2022-2023 Annual Report of the Tenure & Promotions Committee was deferred to the next meeting due to lack of time.

## The Senate of York University – Minutes

### 9. Other Business

There being no other business, it was moved, seconded and *carried* **that Senate adjourn.**

### Consent Agenda Items

**10.** Minutes of the 15 February and 29 February 2024 meetings of Senate were approved by consent.

Poonam Puri, Chair

\_\_\_\_\_

Pascal Robichaud, Secretary

\_\_\_\_\_