



# York University Senate

## Notice of Meeting

Thursday, 27 June 2024, 2:30 – 5:00pm

Please note the earlier start time of this meeting.

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

#### Committee Reports

4. Academic Standards, Curriculum and Pedagogy (K. Michasiw).....1

a. Establishment of Senate Academic Conduct Policy and rescission of Senate Policy on Academic Honesty (Appendix A, P. 7 )

b. Establishment of Attending Physician’s Statement Policy (Appendix B, P. 30 )

c. Rescission of Senate Policy on Pass/Fail Grades and Senate Credit/No Credit Regulation, and Establishment of new, single Senate Policy on Pass/Fail and Credit/No Credit Grades (Appendix C, P. 37 )

5. Executive Committee (L. Sergio) .....47

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

6. Academic Policy, Planning & Research (A. Davis).....61

a. Chartering of Organized Research Units (Appendix A, P. 69):

- Centre for Feminist Research
- Israel and Golda Koschitzky Centre for Jewish Studies
- Global Labour Research Centre
- Institute for Research on Digital Literacies
- Mad Studies Hub

b. Revisions to the Senate Policy on Research Involving Human Participants (Appendix B, P 140)

c. Committee Planning Structure for School of Medicine: draft for discussion (Appendix C, P 158 )

10min

45min

10min

25min

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10min	7. Awards (R. Bashir) .....	164
10min	8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (A. Davis / K. Michasiw) .....	238
	a. Report of the Joint Sub-Committee on Quality Assurance (Appendix A, P. 238)	
	9. President's Items (R. Lenton)	
20min	a. Year-end update	
	10. Business for Which Due Notice has been Given	
15min	a. For discussion: The impact of police presence on campus in response to non-violent activity by community members on the University's academic mission	.301
	11. Other Business	

## Consent Agenda

Consent agenda items are deemed to be approved or received unless, prior to the start of the meeting, one or more Senators ask that they be dealt with as regular business.

12. Minutes of the Meeting of 23 May 2024 .....	302
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P. Robichaud, Secretary

# Academic Standards, Curriculum and Pedagogy

## Report to Senate

Meeting of 27 June 2024

### FOR ACTION

- a. **Rescission of the Senate Policy on Academic Honesty and Establishment of a new Senate Policy on Academic Conduct.**

ASCP recommends,

**That Senate rescind the Policy on Academic Honesty, and approve the establishment of a new Senate Policy on Academic Conduct, with both actions coming into effect, concurrently, in F2024.**

### Background and Rationale

The draft Academic Conduct Policy (draft Policy) and supporting documentation are available at Appendix A.

The ASCP report distributed in the April 2024 Senate package provided background information on the draft Policy along with rationale for changes, including information on the genesis of the review, research, working groups, and a chronology of the consultations undertaken over the more than five years that the draft Policy has been in progress. The feedback received from the ASCP facilitated discussion at Senate’s April meeting, are reflected/highlighted in the following sections of the draft Policy:

#### Section 4. Definitions

- The *Person of Primary Responsibility (PPR) Designate* has been expanded to read “A PPR Designate may include, **but not limited to**, an Undergraduate Program Director...or Chair of a Department.”

#### Section 8.4 Procedures/ for Initiating and Conducting an Investigation

- 8.4.b.i.; deleted text: “once a decision is reached, student can drop the course.”
- 8.4.c.iii.; d; and k; added text: “the PPR or PPR designate may extend the student’s response timeline beyond the 10 business days if/as deemed necessary.”

Based on additional feedback received after the April Senate meeting, some non-substantive, clarifying edits were also made to the draft Policy.

## **ASCP – Report to Senate**

The draft Policy is substantially different from the existing Academic Honesty Policy and as such could not be presented/ better aligned in the side-by-side chart, included in the supporting documentation. Commonalities between the current/draft Policies are evident in some sections, including on offences/breaches; penalties/sanctions; investigations, and records of academic misconduct.

Both the current policy and the draft Policy support a culture of academic integrity. Based on research and feedback from consultations, the draft Policy expands on this support through revisions that reflect technological advances among other societal changes, since the policy was last updated more than 12 years ago. Specifically, the draft Policy:

- outlines the roles and responsibilities of the University community, including student responsibilities for practicing good scholarship, and responsibilities for course directors (CD) for communicating with and supporting students in following CD expectations on assignments
- sets out requirements to uphold expectations (respond, report); and supports an educative approach to dealing with alleged breaches
- provides information on dedicated educational resources to support the practice of good scholarship; the policy will be socialized by the Academic Integrity Specialist, Office of the Vice-Provost Academic, through:
  - offerings of Faculty level sessions;
  - sessions for PPRs/PPRDs, in conjunction with the Teaching Commons;
  - a dedicated website on academic integrity, aimed at supporting students and instructors; the site will include FAQs to help students navigate the Policy; and links to other available related resources (writing centre, library resources, etc.)

As reported at the April meeting of Senate, the draft Policy has been under development for close to seven years reflects input from the extensive and broad consultations facilitated by different ASCP Committees/members over the years. ASCP believes that the draft Policy offers significant advances in supporting a culture of academic integrity at the University.

### **b. Establishment of Attending Physician’s Statement Policy**

ASCP recommends:

**That Senate approve the Establishment of the Senate Policy on Attending Physician’s Statement, effective 1 January 2025.**

# ASCP – Report to Senate

## Background and Rationale

The proposed Senate Policy on Attending Physician’s Statement (APS) is available at Appendix B.

ASCP is proposing an effective date of 1 January 2025 for the APS Policy, to allow sufficient time for the Office of the University Registrar to finalize/test the technology needed to support implementation of the Policy.

The waiver of a requirement to submit an APS in support of students’ requests for deferred standing or petitions was made available by Senate Executive from the outset of the pandemic disruption (March 2020). Following Senate Executive’s decision to waive required APS, questions surfaced about the value of APS. Notably, in 2020, the York Federation of Students (YFS), the Provost, and the Vice-Provost Students discussed the possibility of removing the requirement for an APS for missed assignment deadlines, tests or exams. Key considerations were rooted in equity of access to and costs of medical services. Recognizing that changes to practices around APS require review at the Senate level, the Vice- Provost Students referred the matter to the Academic Standards, Curriculum and Pedagogy Committee (ASCP) and the Senate Appeals Committees (SAC).

In Spring 2021, the ASCP and SAC jointly launched a University-wide consultation to explore appetite for changing the requirements for APS. In May 2022 ASCP, based on themes that surfaced from the consultation, committed to drafting a policy to support student requests for academic relief, and as such, recommended that Senate Executive extend the waiver of requirement for an APS.

At its November 2022 meeting, Senate approved the recommendation of its Executive “to extend the waiver of required Attending Physician Statements to support requests for deferred standing, petitions and appeals to 31 December 2023, with final report / recommendation on its status to Senate by November 2023.” October 2023, at the request of ASCP, Senate granted an extension to the waiver with the understanding that ASCP will put forward a policy document for Senate approval prior to end of the Winter 2024 term.

The proposed APS Policy is reflective of feedback from the Student Senate Caucus, Senate Appeals Committee, Associate Deans, and the Office of the University Registrar.

- c. **Recission of both the Senate Policy on Pass/Fail Grades and the Senate Credit/No Credit Regulation, and Establishment of a new Senate Policy on Pass/Fail and Credit/No Credit Grades.**

# ASCP – Report to Senate

ASCP recommends,

**That Senate rescind both the Policy on Pass/Fail Grades and the Credit/No Credit Regulation, and approve a single new Senate Policy on Pass/Fail and Credit/No Credit Grades, effective F2025.**

## **Background and Rationale**

The draft Policy on Pass/Fail and Credit/No Credit Grades, and supporting documentation are available at Appendix C.

The proposed policy is a combination of the existing [Senate Policy on Pass/Fail Grading](#), and the [Senate Regulation on Credit/No-Credit Grading](#), which have both passed their review dates. The proposed policy retains the substantive elements of the current Pass/Fail Grading Policy. Of note: Section 4.5 captures the application of Credit/No-Credit grading in various Faculties.

Feedback from Faculty Associate Deans are reflected in the draft policy.

## **For Information**

### **d. 2023-2024 Priorities**

Attached as an appendix to the Senate Executive Report is a status update on ASCP priorities for 2023-2024.

### **e. Impersonation in Examinations**

ASCP concurred with the suggestion of the Vice-Provost Academic to implement the requirement of a York University photo identification or government issued passport for entrance to write an S1 term examination. This requirement complies with the Senate Policy on the Conduct of Examinations. ASCP will undertake review of the Senate Policy on the Conduct of Examinations in the future.

At the June 5 meeting of ASCP, the Vice-Provost Academic reported that over 10,000 York students do not have institutional photo identification and that this has contributed to an increase in the reported attempted use of fraudulent identification, including driver's licenses. In a scan of some other Ontario universities, York is an outlier in permitting students to write an examination without verification of institutional identification. The University has capability to detect fraudulent YU issued identification, physical or digital, but cannot detect externally issued identifications such as a driver licence.

The requirement for presentation of a YU-Card or a government issued passport as verification to write an exam in the S1 term has been communicated to S1 term

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instructors, Associate Deans, and students. Where a student shows up at the exam without either of these two forms of identification, the student will not be permitted to take the exam. If, however, the instructor/ chief invigilator chooses and the student consents, then a photo of the student will be taken, their name and student number documented, and the student will be permitted to write the exam. The student will then proceed to follow what is the current procedure, namely, meet with the course director and present to them acceptable identification within 2 working days of writing the exam. Once the student’s identity is established, instructors are required to clear the student’s picture and personal information from their devices. Allowing the instructor/invigilator to photograph the student at the exam therefore strengthens the current procedure as the photo taken at the exam can be compared with the image of the student who later meets with the instructor.

### f. Expressions of thanks and appreciation

Members of ASCP express their thanks and gratitude to the following colleagues stepping off the Committee at the end of the month when their terms end: Kim Michasiw (Chair), Hannah Wong, Pam Millette, Michael Ben, and Abhi Pathak.

### g. Minor Modifications

#### LA&PS

- Changes to the degree requirements for the BA Criminology program, housed in the department of Social Science, effective F2025 (ASCP 22 May 2024).
- Changes to the degree requirements for the BA Health and Society program, department of Social Science, effective F2025 (ASCP 22 May 2024).
- Changes to the name and structure of the optional Work-Integrated Learning program, including program name change from “*Work-Integrated Learning*” to “*Co-op*”, for all types of Honours degree programs, effective F2024 (ASCP 5 June 2024)

#### Schulich

The following minor modifications were approved by ASCP 7 June 2024.

- Changes to the admission requirements for the Master of Finance degree program, effective F2025
- Changes to the admission requirements for the Master of Marketing degree program, effective F2025
- Changes to program requirements (waiver with replacement), for the Master of Health Industry Administration, effective F2024

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- Change to name of a course (OMIS 6200) from *Strategic Supply Chain Management* to *Sustainable Supply Chain Strategies* for the Master of Supply Change Management degree program, effective F2024
- Addition of a new course rubric, DDPR, to denote dual degree-specific courses for the Bachelor of Business Administration degree program, effective F2024

### Implementation of New Grading Schemes

- **Lassonde:** Conversion of admission grade requirements, for multiple Masters and PhD degree programs, to align with the new grading schemes (ASCP 8 May 2024).
- **LA&PS:** Conversion of admission grade requirements, for multiple Masters and PhD degree programs, to align with the new grading schemes (ASCP 22 May 2024).

K. Michasiw, Chair



## ASCP Appendix A



### 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;

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- 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.

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**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.

**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.

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**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 include, but not limited to, 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

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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.

**Undocumented/Unreferenced:** refers to undocumented and/or unreferenced quotes, passages, sources, and other missing or improper citation of work submitted for evaluation.

**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 unfair 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 unfair 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 (see Section 6.2.c);

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- 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;
  - 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/supervisor, and goes beyond correction of grammar, idiom, punctuation, spelling and sentence mechanics;
  - 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 (See 5.2.a.i and ii); 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;

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- 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, which 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.

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- 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, which 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 or PPR Designate 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



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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.

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- 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 or 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.

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- 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

- 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

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- 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.

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### 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:

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- 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. Menu of possible statements will be made available on the Academic Integrity page on the Vice-Provost Academic website.
  - 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

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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

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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, effectively barring the student from dropping the course, withdrawing from the University or obtaining transcripts. 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;



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- ii. notify the PPR or PPR Designate 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;
  - iii. 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 or PPR Designate may continue and conclude the investigation without the student. The PPR or PPR Designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.
  - iv. 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
  - v. that they will be provided any additional evidence that becomes available over the course of the investigation and afforded the opportunity to respond.
- vi. that the student, or the PPR or PPR Designate, may elevate the matter to the Faculty Appeals Committee for review of the outcome of the investigation
- d. If the student does not provide a response within 10 business days, the PPR or PPR Designate may continue and conclude the investigation. The PPR or PPR Designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.

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- 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 is 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;

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- 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. The PPR or PPR Designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.
- 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:

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- 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. If the student wishes to appeal the decision, 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.

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- 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 PPR or PPR 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

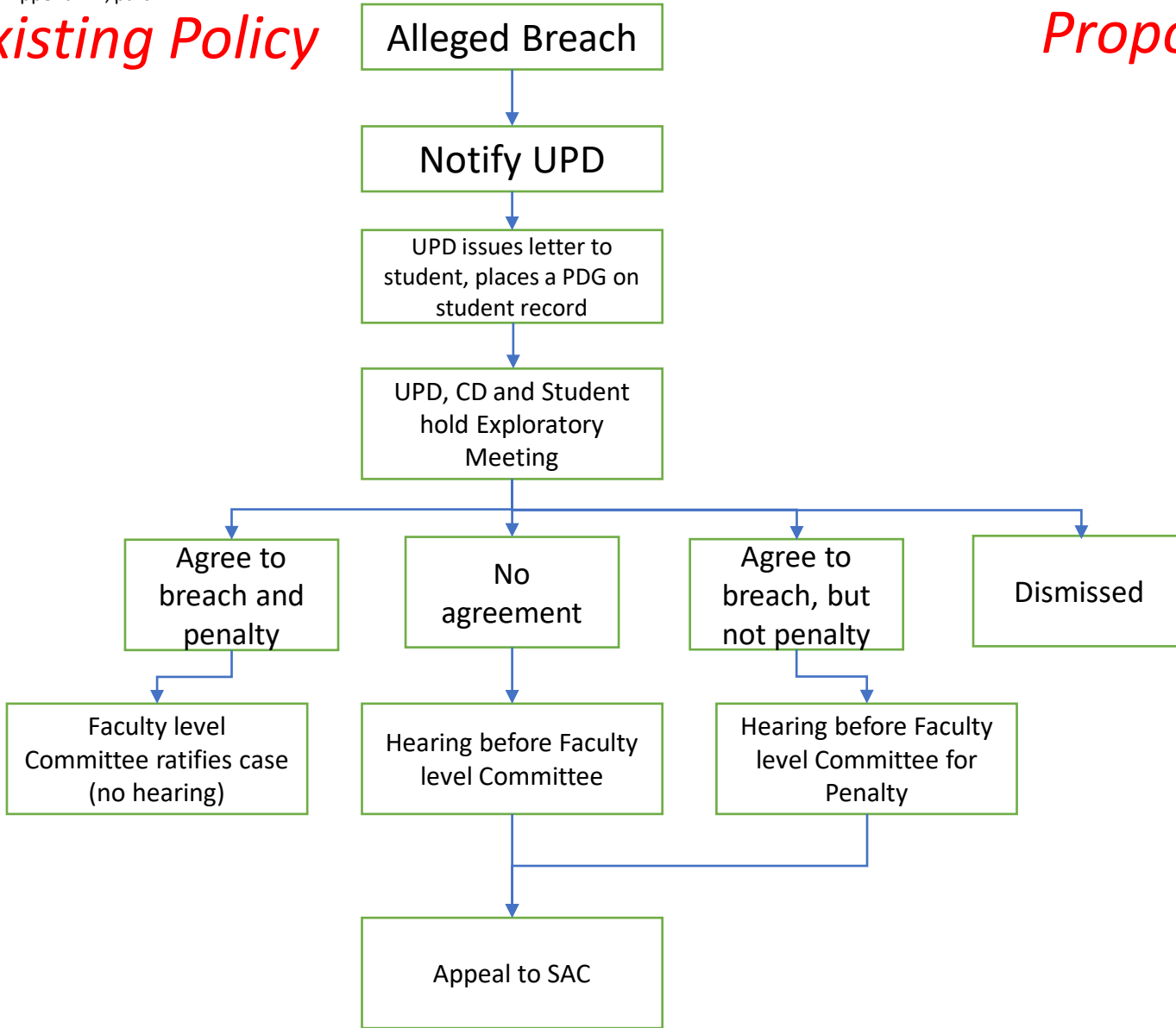
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decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.

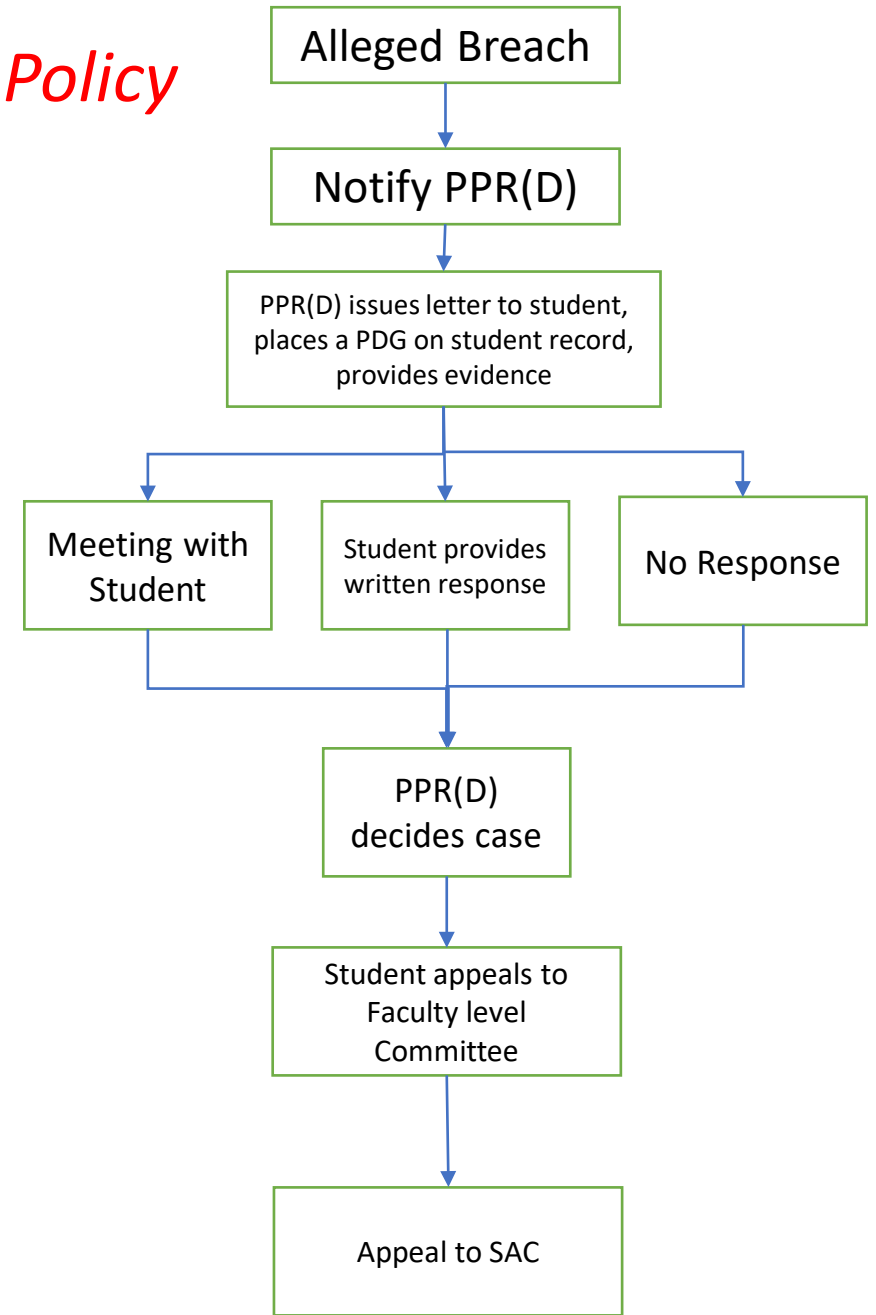
- o. A record of the proceeding will be kept in the student's file to be housed in the student's home Faculty, Dean's office. The Record of the Proceeding shall include:
  - i. the allegation of academic misconduct and all documentary evidence filed with the Faculty Appeals Committee;
  - ii. the notice 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





## University Policy

### Attending Physician Statements

<b>Topic:</b>	Academic Relief
<b>Approval Authority:</b>	Senate
<b>Responsible Office/Body:</b>	
<b>Approval Date:</b>	TBC
<b>Effective Date:</b>	1 January 2025
<b>Last Revised:</b>	New

#### 1. Purpose

1.1. Grounded in principles of equity and trust, this Policy:

- a. establishes criteria for temporary academic relief measures aimed at supporting students' academic success, and health and wellbeing, through options that balance support and preserve the academic integrity of the curriculum and the academic standards of courses and programs, and
- b. sets out the temporary academic relief options for students in cases where they are unable to complete certain academic responsibilities due to extenuating circumstances, including physical or psychological conditions.

#### 2. Scope and Application

2.1. This policy applies to:

- a. all students registered in an academic course and/or program at York University, at the undergraduate and graduate levels.
- b. requests for academic relief related to absences resulting in missed assessments outside the formal exam period, including missed deadlines for submission of an assignment.



- 2.2. The Policy does not apply to requests for academic relief under the following circumstances:
- a. Ongoing physical or psychological illness or an existing disability; accommodation for such circumstances may be sought through Student Accessibility Services under the [Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities](#).
  - b. Academic relief for religious observances. Students should refer to the [Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances](#).
  - c. Personal matters including but not limited to, competing commitments related to family or employment obligations.

### **3. Definitions**

The following definitions apply to this policy.

**Academic Accommodation:** refers to arrangements made to remove disability-related barriers for students to allow them to participate fairly and with equal access to education. Academic Accommodation is provided to students with documented disabilities as part of York's commitment to accessibility and equity and is guided by the Ontario Human Rights Commission's Policy on accessible education for students with disabilities and the York University Senate Policy on Academic Accommodation for Students with Disabilities

**Academic Relief:** refers to arrangements made to accommodate students who are unable to complete academic responsibilities due to medically related extenuating circumstances. In contrast to 'academic accommodation' these accommodations are temporary and are not disability related.

**Academic Responsibilities:** refer to the expectation that students will regularly attend classes, be prepared for classes by completing readings and other assigned work, complete and submit assignments on time, write exams, and similar academic work that is necessary to support their learning and assessment.

**Attending Physician's Statement** refers to a form<sup>1</sup> that, when completed by a licensed physician who is recognized to be in good standing with the relevant medical professional governing body, attests to a student's medical/health reason that explains

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<sup>1</sup> York University's Attending Physician's Statement form is available at <https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf>

why and for how long the student is/may be unable to complete their academic responsibilities.

**Course Director:** The course instructor or supervisor

**Date for Resumption of Responsibilities:** a date no more than seven (7) days, including weekends and statutory holidays, following the first day of a self-reported absence, on which a student will resume their academic responsibilities.

**Extenuating Circumstances:** are medically related events that temporarily interfere with or prevent a student from completing academic responsibilities. These events include but are not limited to physical or psychological condition(s) that may substantially impeded a student's academic performance and/or responsibilities, and which are beyond a student's control. An Attending Physician's Statement could reasonably be issued for such event/extenuating circumstance.

**Self-Reported Absence:** a student reported absence due to extenuating circumstances that renders the student unable to complete academic responsibilities. A self-reported absence begins on the first day of a missed assessment.

#### **4. Policy**

- 4.1. The University recognizes that a student's ability to meet their academic responsibilities may sometimes be impaired by extenuating circumstances, and as such is committed to providing reasonable academic relief.
- 4.2. Requests for extension based on non-medically related unforeseen and transient personal circumstances, are not matters covered under this policy.
- 4.3. Students who experience an extenuating circumstance, or who become aware of an extenuating circumstance (e.g., scheduled medical operation), may request academic relief by way of:
  - a. Informing their instructor(s) of the extenuating circumstance and discussing possible alternative arrangements for satisfying their academic responsibilities, and
  - b. Submitting a self-reported absence/request form for academic relief, as set forth in the procedures associated with this Policy; or
  - c. Informing the instructor(s) offering the course(s), and submitting an attending physician's statement signed by a licensed medical practitioner

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or a licensed mental health practitioner, where required by the procedures associated with this Policy.

- 4.4. Students may submit a maximum of 2 (two) self-reported absence/ request, based on extenuating circumstances, without an attending physician's statement, in a single 12-week term and one self-reported absence/request, based on extenuating circumstances, without an attending physician's statement, in a six-week term. Each self-reported absence/request may be applied to all the student's courses occurring in the same seven-day period.
- 4.5. The course instructor may request an attending physician's statement or other relevant documentation for a self reported absence that is more than seven (7) days, the permitted maximum; the seven (7) days of absence includes weekends and statutory holidays and begins on the first day of absence (i.e., missed assessment, assignment deadline).
- 4.6. Self reported absence/requests does not apply to, and will not be granted for examinations during the formal examination period.
- 4.7. Self reported absence/requests applies to assessments that are less than 20%. An attending physician's statement is required for missed assessments worth 20% or more. Details on submission of related required documentation are provided in the procedures associated with this policy.
- 4.8. Academic relief, regardless of when requested/granted, will terminate at 8:30am on the day following the last day of classes in the term.
- 4.9. It is at the discretion of the course director to determine appropriate options for academic responsibilities missed during the period of absence/relief, including but not limited to:
  - a. Waiver of assignment
  - b. An extension
  - c. A modified schedule for assignments, projects, labs or placements
  - d. An alternative assignment
  - e. A re-weighting of term marks
- 4.10. A student who has been denied academic relief may petition the decision to the body designated with handling petitions and appeals in the student's home Faculty. Academic relief provided by a course director (see 4.9) is not grounds for petition.

- 4.11. All requests for academic relief and related communications will be maintained in accordance with the University's Policy on Access to Information and Protection of Privacy, the Freedom of Information and Protection of Privacy Act and the Personal Health Information Privacy Act and any other applicable laws. Personal information of students will be shared only to the extent necessary to consider requests, to arrange for reasonable academic relief or to process petitions or appeals.
- 4.12. Evidence that requests for academic relief have not been executed in good faith, including but not limited to the submission of false statements or altered documents, may be subject to investigation under the *Academic Conduct Policy and Procedures*.

## **5. Roles and Responsibilities**

- 5.1. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with the policy and the resources available to them.
- 5.2. It is the responsibility of students to:
- a. keep abreast of their progress throughout their courses
  - b. be proactive and to communicate with their instructor any known or foreseeable extenuating circumstances which , may impede their ability to uphold their academic responsibilities, including performance in an assignment, test, examination, or other assessment, prior to the assignment, examination or assessment.
  - c. consider the implications of postponing tests or midterms or delaying the submission of work;
  - d. make appropriate decisions based on their specific circumstances; and
  - e. communicate with instructors concerning academic accommodation no later than two (2) business days after the end of the period covered by the self-reported absence/request or immediately upon their return following a documented absence.
- 5.3. It is the responsibility of course directors to:
- a. acknowledge receipt of self-reported absences; and
  - b. determine the appropriate relief for missed assessments.

- 5.4. It is the responsibility of the Office of the University Registrar, Faculties, departments, and academic programs to:
- a. provide clear communication to students about the waiver to attending physician's statement measures laid out in this Policy.

## 6. Review

- 6.1. This Policy will be reviewed at least every five years.

## 7. Procedure

### 7.1. Self reported absence/request.

The following conditions are in place for self reported absence/request:

- a. Students must both inform their instructor(s) and submit a completed self reported absence form on the day of the absence (missed assessment; assignment deadline) where possible, but no later than seven (7) days following the date of absence. Regardless of when the self-reported absence/request for academic relief is submitted, section 4.5 of the policy applies.
- b. For absences in excess of two (2) per term (Section 4.4 of the Policy) for which academic relief is sought, students must present an attending physician's statement or other appropriate documentation to the course director and the responsible unit (e.g., biology course/biology unit) no later than seven (7) days after the date specified in the documentation for resuming responsibilities.
- c. For missed assessments, including tests and in-class exams outside the formal exam period, students must consult with their instructors no later than two (2) business days after the end of the period of academic relief, to discuss alternate arrangements to satisfy the missed assessments.
- d. *Self-reported absence/request for Academic Relief* is not applicable during the formal examination period.

### 7.2. The following applies to requests for academic relief due to extenuating circumstances where the conditions for self reported absence/request have not been met:

- a. Students must submit a completed, signed attending physician's statement, to the course responsible unit/department. Documentation

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must indicate the period and severity of illness and the expected date to resume academic responsibilities, and must be submitted no later than seven (7) days after the date specified in the documentation for resuming responsibilities.

- b. If the request for academic relief is granted, the period will normally be that specified in the medical documentation. Absences are deemed to start at midnight on the first approved day and end at 11:59pm on the final approved day.

<b>Legislative history:</b>	TBC
<b>Date of next review:</b>	TBC
<b>Policies superseded by this policy:</b>	N/A
<b>Related policies, procedures and guidelines:</b>	<a href="#">Senate Appeals Committee Procedures</a> Faculty-level Petitions Guidelines <a href="#">Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities</a> <a href="#">Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances</a> Policy, Academic Honesty/Academic Conduct



## University Policy

### Pass/Fail and Credit/No-Credit Grades (Policy)

**Topic:** Academic Standards, Grades, Conduct of Examinations

**Approval Authority:** Senate

**Approval Date:** TBD

**Effective Date:** 1 September 2024

**Last Revised:**

#### 1. Purpose

1.1 This Policy clarifies the difference between two distinct course grading types:

- Pass/Fail grading, and
- Credit/No-Credit grading

1.2 Pass/Fail grading option is intended to:

- a. encourage undergraduate students to expand course choices in areas of interest without the concern of course results impacting their Grade Point Average.

1.3 Credit/No-Credit grading is:

- a. used by Faculties or academic departments offering courses on an ungraded basis; such courses typically have defined credit values ranging from zero (0) credit to six (6) credits.

#### 2. Scope and Application

2.1 This Policy applies to undergraduate students.

2.2 This Policy does not apply to:

- a. students in the Bachelor of Education, Juris Doctor, or Schulich undergraduate degree programs;

- b. courses that would disqualify students from obtaining an accreditation, or those courses which are required to reflect a grade for the purposes of program accreditation; and
- c. courses offered at the graduate level.

### **3. Definitions**

- 3.1 Applicable definitions are available in the [Pan-university Academic Nomenclature](#).

### **4. Policy**

#### **4.1. Pass/Fail Grading Option**

- a. With the Pass/Fail grading option, course results are not included in the calculation of a student's Grade Point Average.
- b. The Pass/Fail grading option allows students in undergraduate degree programs to elect receiving a pass/fail grade in eligible courses.
- c. To elect Pass/Fail grading, the student must complete and submit the Pass/Fail request form, available on the Office of the University Registrar's website, before the last day to drop a course without receiving a grade.
- d. Students complete course work and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a "Pass" or "P" under this option.
- e. The student's course result is adjusted to a "Pass" or "Fail" by the Registrar's Office, based on the final grade submitted by the instructor.
- f. Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course.

##### **4.1.1. Pass/Fail Grading Eligibility**

- a. Students may elect to take a maximum of twelve (12) credits under the Pass/Fail grading option, providing they are in good academic standing and have completed a minimum of twenty-four (24) credits.
- b. Newly admitted students who have not yet completed twenty-four (24) credits may submit a request to take up to three (3) credits under the Pass/Fail grading option.

##### **4.1.2. Exceptions to the Pass/Fail Grading Option**



- a. The following categories of courses are not eligible for the Pass/Fail grading option:
  - i. degree program courses which satisfy major or minor requirements
  - ii. degree program required courses that are outside the major
  - iii. certificate program courses required to satisfy the Certificate requirement
  - iv. degree program required 1000-level science courses in the Faculty of Science, the Faculty of Health, and the Lassonde School of Engineering

#### **4.1.3. Transfer Credit Guidelines and the Pass/Fail Grade**

- a. Courses covered by the Transfer Credit Guidelines must comply with the Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution employs a pass/fail or other assessment scheme.

#### **4.2. Credit/No-Credit Grading**

- a. The Credit/No-Credit grading is used by:
  - i. Faculties or academic departments offering practicum courses required for degree program completion, where the practicum courses have zero credit value.
    - o These practicum courses are not included in the total credit count required for the degree program, and course results are not included in the student's Grade Point Average;
  - ii. Faculties or academic departments offering practicum courses required for degree program completion and accreditation by an external governing body, where the practicum courses have an assigned credit value.
    - o These practicum courses are included in the total credit count required for the degree program;
  - iii. Faculties or academic departments offering courses required for degree program completion, on an ungraded basis, where the courses have defined credit values and where:
    - o Successful completion is recorded as CR on a student's transcript and the course result is not factored in the student's Grade Point Average; and

- Unsuccessful completion is recorded as an earned failing grade of ‘F’ and is factored into the student’s Grade Point Average.

## 5. Roles and Responsibilities

- 5.1 Students are responsible for reviewing degree program requirements prior to submitting a request for the Pass/Fail option and for submitting their request to the Registrar’s Office before the last day to drop a course without receiving a grade.
- 5.2 The Registrar’s Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and for making available to students, information and instructions on submitting a request for the Pass/Fail grading option. The Registrar’s Office is also responsible for inputting “Pass” or “Fail” in the student’s record based on the final grade submitted by the instructor.
- 5.3 Faculties, academic departments and course directors are responsible for designating an ungraded course as a Credit/No-Credit course, according to applicable Faculty rules.

## 6. Review

- 6.1 The Senate Academic Standards Curriculum and Pedagogy Committee is responsible for review of this policy at least every five years and for recommending approval to Senate if/as needed.

### Legislative History:

[Pass Fail Policy](#): Approved by Senate 1998. Amendments approved by Senate 17 February 2011; 27 June 2019; 26 September 2019

[Credit/No-Credit Regulation](#): Approved by Senate 25 February 1998

### Date of Next Review:

30 June 2029

### Related Policies, Procedures and Guidelines:

[Common Grading Scheme for Undergraduate Faculties](#)  
[Pan-university Academic Nomenclature](#)  
 Guidelines and Implementation Procedures for the Assessment of Transfer Credit

Existing Pass/Fail Policy and Credit/No-Credit Regulation (Change From):	Proposed Pass/Fail and Credit/No-Credit Policy (Change To):
<p><b>Pass/Fail Policy</b></p> <p><b>1. Purpose</b></p> <p>1.1. This policy sets out the criteria for the Pass/Fail Grading Option, which allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.</p> <p><b>2. Scope and Application</b></p> <p>2.1. Subject to limitations set out, this policy applies to all undergraduate students, except for those enrolled in the following degree programs</p> <ul style="list-style-type: none"> <li>a. BEd degrees,</li> <li>b. JD degrees, and</li> <li>c. BBA and iBBA degrees</li> </ul>	<p><b>1. Purpose</b></p> <p>1.1 This Policy clarifies the difference between two distinct course grading types:</p> <ul style="list-style-type: none"> <li>• Pass/Fail grading, and</li> <li>• Credit/No-Credit grading</li> </ul> <p>1.2 Pass/Fail grading option is intended to:</p> <ul style="list-style-type: none"> <li>a. encourage undergraduate students to expand course choices in areas of interest without the concern of course results impacting their Grade Point Average.</li> </ul> <p>1.3 Credit/No-Credit grading is:</p> <ul style="list-style-type: none"> <li>a. used by Faculties or academic departments offering courses on an ungraded basis; such courses typically have defined credit values ranging from zero (0) credit to six (6) credits.</li> </ul> <p><b>2. Scope and Application</b></p> <p>2.1 This Policy applies to undergraduate students.</p> <p>2.2 This Policy does not apply to:</p> <ul style="list-style-type: none"> <li>a. students in the Bachelor of Education, Juris Doctor, or Schulich undergraduate degree programs;</li> <li>b. courses that would disqualify students from obtaining an accreditation, or those courses which are required to reflect a grade for the</li> </ul>

<p><b>3. Definitions</b></p> <p>3.1. Applicable definitions are available in the Pan-university Academic Nomenclature.</p> <p><b>4. Policy</b></p> <p>4.1. The Pass/Fail grading option allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.</p> <p>4.2. Students complete course work as usual and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a “Pass” or “P” under this option. The result is adjusted to a “Pass” or “Fail” by the Registrar’s Office based on the final grade submitted by the instructor</p>	<p>purposes of program accreditation; and</p> <p>c. courses offered at the graduate level.</p> <p><b>3. Definitions</b></p> <p>3.1 Applicable definitions are available in the Pan-university Academic Nomenclature.</p> <p><b>4. Policy</b></p> <p><b>4.1 Pass/Fail Grading Option</b></p> <ul style="list-style-type: none"><li>a. With the Pass/Fail grading option, course results are not included in the calculation of a student’s Grade Point Average.</li><li>b. The Pass/Fail grading option allows students in undergraduate degree programs to elect receiving a pass/fail grade in eligible courses.</li><li>c. To elect Pass/Fail grading, the student must complete and submit the Pass/Fail request form, available on the Office of the University Registrar’s website, before the last day to drop a course without receiving a grade.</li><li>d. Students complete course work and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a “Pass” or “P” under this option.</li><li>e. The student’s course result is adjusted to a “Pass” or “Fail” by the Registrar’s Office, based on</li></ul>
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<p><b>4.3. Eligibility</b></p> <p>a. Undergraduate students may elect to take up to 12 credits on the Pass/Fail grading option.</p> <p>b. To qualify for the Pass/Fail grading option, students must:</p> <ul style="list-style-type: none"><li>i. be in good academic standing and have completed at least 24 credits, and</li><li>ii. submit a request to opt for a Pass/Fail grade to the Registrar’s Office before the last day to drop a course without receiving a grade.</li></ul> <p>c. Newly admitted students who have not yet completed 24 credits may submit a request for the Pass/Fail option for up to 3 credits. Students may not use the Pass/Fail option for the following categories of courses:</p> <ul style="list-style-type: none"><li>i. courses which satisfy major or minor requirements (including for-credit practica not already on a pass/fail grading scheme)</li><li>ii. required courses outside the major</li></ul>	<p>the final grade submitted by the instructor.</p> <p>f. Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course. <b>(4.4. in current policy)</b></p> <p><b>4.1.1. Pass/Fail Grading Eligibility</b></p> <p>a. Students may elect to take a maximum of twelve (12) credits under the Pass/Fail grading option, providing they are in good academic standing and have completed a minimum of twenty-four (24) credits.</p> <p>b. Newly admitted students who have not yet completed twenty-four (24) credits may submit a request to take up to three (3) credits under the Pass/Fail grading option.</p> <p><b>4.1.2. Exceptions to the Pass/Fail Grading Option</b></p> <p>a. The following categories of courses are not eligible for the Pass/Fail grading option:</p> <ul style="list-style-type: none"><li>i. degree program courses which satisfy major or minor requirements</li><li>ii. degree program required courses that are outside the major</li></ul>
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<p>iii. courses taken to satisfy Certificate requirements</p> <p>iv. required 1000-level science courses for students in the Faculty of Science, the Lassonde School of Engineering and the Faculty of Health</p> <p>d. Any courses covered by the Transfer Credit Guidelines must comply with the Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution employs a pass/fail or other assessment scheme.</p> <p>e. Students who do not meet the required conditions will not be approved to take the course on a Pass/Fail basis.</p> <p><b>4.4. Reversing a Pass/Fail Request</b></p> <p>a. Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course. <b>(moved to 4.2.f in proposed policy)</b></p> <p><b>Credit/No Credit Regulation (Approved by Senate 25 June 1998)</b></p> <p>Courses which are offered on an ungraded basis only, and where the failing grade is to count as zero in the grade point average, are designated as Credit/No Credit courses.</p> <p><b>Comment from CCAS in June 1998:</b> This regulation is intended to clarify the</p>	<p>iii. certificate program courses required to satisfy the Certificate requirement</p> <p>iv. degree program required 1000-level science courses in the Faculty of Science, the Faculty of Health, and the Lassonde School of Engineering</p> <p><b>4.1.3. Transfer Credit Guidelines and the Pass/Fail Grade</b></p> <p>a. Courses covered by the Transfer Credit Guidelines must comply with the Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution employs a pass/fail or other assessment scheme.</p> <p><b>4.2. Credit/No-Credit Grading</b></p> <p>a. The Credit/No-Credit grading is used by:</p> <p>i. <b>Faculties or academic departments offering practicum courses required for degree program completion, where the practicum courses have zero credit value.</b></p>
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distinction between two very different course grading systems. Since Pass/Fail are grades awarded when a student elects to take a graded course on an ungraded basis, Credit-No Credit will be used when an entire course is being offered on an ungraded basis. This will also distinguish the alternative Grading Option of Pass/Fail, which is not included in the calculation of a student's grade point average, from Credit/No Credit, which, like an earned F grade, would count as zero in a student's grade point average.

- These practicum courses are not included in the total credit count required for the degree program, and course results are not included in the student's Grade Point Average;
- ii. Faculties or academic departments offering practicum courses required for degree program completion and accreditation by an external governing body, where the practicum courses have an assigned credit value.
  - These practicum courses are included in the total credit count required for the degree program;
- iii. Faculties or academic departments offering courses required for degree program completion, on an ungraded basis, where the courses have defined credit values and where:
  - Successful completion is recorded as CR on a student's transcript and the course result is not factored in the student's Grade Point Average; and
  - Unsuccessful completion is recorded as an earned failing grade of 'F' and is factored into the student's Grade Point Average.

<p><b>5. Roles and Responsibilities</b></p> <p>5.1. Students are responsible for reviewing degree program requirements prior to submitting a request for the Pass/Fail option and for submitting their request to the Registrar’s Office before the last day to drop a course without receiving a grade.</p> <p>5.2. The Registrar’s Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and instructions about submitting a request for the Pass/Fail option. The Registrar’s Office also is responsible for inputting “Pass” or “Fail” in the student’s record based on the final grade submitted by the instructor.</p> <p><b>6. Review</b></p> <p>6.1. This policy shall be reviewed every five years.</p>	<p><b>5. Roles and Responsibilities</b></p> <p>5.1 Students are responsible for reviewing degree program requirements prior to submitting a request for the Pass/Fail option and for submitting their request to the Registrar’s Office before the last day to drop a course without receiving a grade.</p> <p>5.2 The Registrar’s Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and for making available to students, information and instructions on submitting a request for the Pass/Fail grading option. The Registrar’s Office is also responsible for inputting “Pass” or “Fail” in the student’s record based on the final grade submitted by the instructor.</p> <p>5.3 Faculties, academic departments and course directors are responsible for designating an ungraded course as a Credit/No-Credit course, according to applicable Faculty rules.</p> <p><b>6. Review</b></p> <p>6.1 The Senate Academic Standards Curriculum and Pedagogy Committee is responsible for review of this policy at least every five years and for recommending approval to Senate if/as needed.</p>
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# Executive Committee – Report to Senate

At its meeting of 27 June 2024

## FOR ACTION

### a. Nominees for Election to Senate Committees and Senate-elected Positions

Senate Executive recommends that Senate confirm the following candidates for election to *Senate Committees / Sub-Committee* (non-designated seats) for three-year terms beginning 1 July 2024 and ending 30 June 2027.

Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate Rules, nominators must report prospective nominees to the Secretary prior to the start of the Senate meeting in order to determine their eligibility.

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

#### I. Senate Committees

**Academic Standards, Curriculum and Pedagogy** (Contract faculty member; 1 vacancy; one-year term; ASCP meets Wednesdays at 1:30 p.m., normally twice each month)

**Note:** 1 vacancy remains.

**Joint Sub-Committee on Quality Assurance** (Full-time faculty members, 2 vacancies)

Theodore Peridis, Professor, Schulich School of Business<sup>1</sup>

Othon Alexandrakis, Professor, Department of Anthropology, LAPS

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

Patricia Lakin-Thomas, Professor, Department of Biology, Science

Mina Singh, Professor, School of Nursing, Health

Paula Wilson, Professor, Department of Biology, Science

**Note:** 1 vacancy remains.

**Tenure and Promotions Appeals** (Full-time faculty members; 3 vacancies; meets at the call of the Chair as needed; candidates must fulfil all membership criteria).

**Note:** 3 vacancies remain.

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<sup>1</sup> Senate Executive exercised the flexibility afforded in the Rules of Senate for Senate’s consideration of a consecutive term for Professor Peridis for reasons of continuity and experience on the membership of the QA Sub-committee.

# Executive Committee – Report to Senate

## FOR INFORMATION

### **b. Election Results**

In May, Senate confirmed the slate of nominees for the full-time faculty members on the *Academic Standards, Curriculum & Pedagogy, Appeals, Awards, and Tenure & Promotions* committees, the *Joint Sub-Committee on Quality Assurance*, and the positions of *Academic Colleague to the Council of Ontario Universities* and the *Vice-Chair / Chair of Senate*. An election was held for the *Vice-Chair / Chair of Senate* position as the number of nominees was greater than the number of vacancies. As a result of the ballot conducted between 27 – 31 May 2024, *Patricia Burke Wood, Professor, Environmental and Urban Change* was elected to the position effective 1 July 2024.

### **c. Motion Submitted by Senators to Establish a Senate Finance and Budget Advisory Committee**

In its last report to Senate in May, Executive advised that out of the Committee's discussion of the motion submitted by Senators Wellen and van Harten to establish a *Senate Finance and Budget Advisory Committee* it was exploring possible options to address the core issues and concerns being raised in conjunction with the motion.

One specific action is consultation with the Senate Academic Policy, Planning and Research Committee on the idea of a sub-committee under its auspices given the overlap of the proposed advisory committee with its mandate. Executive communicated to APPRC its request for views on such a sub-committee with a defined advisory role on budgetary / academic resource matters and any considerations the Committee thinks should be weighed in contemplating this new governance structure.

Once Executive receives and has a chance to discuss a response from APPRC, it will confer with Senator Wellen allowing for his further reflections to be conveyed as the discussion evolves. Executive will continue to report to Senate on this initiative.

### **d. Business for Which Due Notice Has Been Given**

The Executive Committee considered a statement from the Department of Social Science on police presence on campus and a request that Senate discuss at this June meeting the impact of police presence on campus in response to non-violent activity by community members on the University's academic mission. Drawing on Senate's mandate and sphere of authority, Executive agreed it was appropriate to facilitate a Senate discussion of whether there are issues of academic policy that need further action as an outcome of the recent event referenced in the departmental statement. This item of business is being accommodated on the agenda of this meeting under *Business for Which Due Notice has Been Given*.

# Executive Committee – Report to Senate

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

The Executive Committee reviewed and approved revisions to the *Rules and Procedures* for the Faculty Councils of both *Environmental and Urban Change* and the *Faculty of Education*. The change to the EUC Council Rules and Procedures add the Co-chairs of the Equity Committee to the membership of Faculty Council. The revised Education Faculty Council Rules and Procedures reflect substantive changes to the name composition and mandate to the newly titled Justice, Equity, and Reparation of Anti-Black Racism Committee, a shift of the responsibility for the adjudication of undergraduate awards from one committee to another, and several editorial revisions for clarity.

## **f. Additions to the Pool of Prospective Honorary Degree Recipients**

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

## **g. Approval of Committee Members Nominated by Faculty Councils**

The Committee has approved the following individuals nominated by Faculty Councils / other bodies for membership on Senate committees:

Academic Policy, Planning and Research (APPRC)

*Monique Herbert*, Associate Professor, Psychology, Faculty of Health for a consecutive term of 1 July 2024 - June 30, 2024<sup>2</sup>

*Natalie Coulter* to serve as a one-year (1 July 2024 - 30 June 2025) sabbatical replacement for JM Montsion as the Council of Research Directors' designate.

## **h. 2023-2024 Senator and Senate Committee Survey**

The annual survey of Senators and Senate committee members is being conducted currently. While the survey questions employed in recent years will remain unchanged to facilitate the assessment of trends and comparative results, Senators and Senate committee members have been canvassed again this year for input on governance being delivered virtually in combination with in-person meetings. The Executive Committee will receive and assess the results and share reflections with Senate thereafter.

The surveys in use were developed several years ago and Executive agreed at the outset of this year that they should be reviewed. The review was included among the 2023-2024 priorities. Planned for spring, that exercise was not able to proceed due to the impact of the labour disruption on the Committee's time; the exercise will carry forward to the Executive's 2024-2025 priorities.

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<sup>2</sup> Senate Executive exercised the flexibility afforded in the Rules of Senate for consideration of a consecutive term for Professor Herbert for reasons of continuity on the membership of APPRC.

## Executive Committee – Report to Senate

### i. Mode of Senate Meetings for 2024-2025

At its meeting in June, the Committee discussed plans for the delivery of Senate meetings for the 2024-2025 year. In its deliberations, the advantages and challenges of in-person, virtual and hybrid options were reviewed and carefully considered. Kept at the forefront of the discussion was reaching a decision that supports Senate being able to effectively deliver its mandate through high quality governance meetings and respects members' ability to fulfil their commitment as a Senator.

Implemented this year was a balanced approach that respected the desire for physical distancing during the winter flu season and faculty members' attendance at spring conferences and supported the engagement of Senate and collegial interactions. Upon reflection, which included a review of the attendance at Senate meetings and the effectiveness of the hybrid format for meetings in the Everett Senate Chamber, Executive concluded that this model works well. Accordingly, alternating meeting modes will be adopted for 2024-2025, keeping to virtual meetings in the heavy flu season months; the schedule is set out below. The one minor change to the schedule is holding the May meeting of Senate in-person knowing that Senators attending conferences that month have the option to participate virtually.

Senate Meeting Dates	Meeting Mode
September 26, 2024 October 24, 2024 November 28, 2024 April 24, 2025 May 22, 2025 June 26, 2025	<b>In-person</b> in the <i>Dr Robert Everett Senate Chamber</i> , with accommodation available for Senators needing to participate virtually.
December 12, 2024 ( <i>if needed</i> ) January 23, 2025 February 27, 2025 March 27, 2025	Wholly <b>virtual</b> ; with livestreaming of the meeting for the University community

Executive retains the ability to adjust the meeting mode as necessary in response to circumstances that arise during the year. Logistical information about the meeting arrangements will be determined and circulated to Senators in conjunction with the distribution of the agenda each month.

### j. Senate Attendance 2023-2024

The 2023-2024 results to May, which include two additional special meetings, show a higher attendance over last year, but not quite as high as it was during the pandemic years during which the meetings were exclusively virtual. Executive noted that it is not uncommon for active participation in Senate meetings in a year with a labour disruption.

## Executive Committee – Report to Senate

Early in the autumn, the Executive Committee will reflect on the attendance trend together with feedback from Senators in the Senate survey to identify measures to sustain collegial participation in governance and foster pan-university engagement in institutional planning processes. Particular attention will again be given to the results of the combination of in-person and virtual meetings of Senate meetings for the 2024-2025 academic year.

### **k. Senate Committee Priorities 2023-2024**

At the outset of each new academic year, Senate committees establish priorities that support the advancement of UAP priorities. The APPRC, ASCP and Executive committees provided summative reports on their respective progress towards defined actions. Collectively, the committees made good progress on their goals and advancement of initiatives to next stages in what has been an atypical and challenging year. Senate Committees and their Chairs are owed a word of special acknowledgement and appreciation for all the work undertaken and the accomplishments achieved this year. Priorities that are being carried forward to the 2024-2025 academic year have been noted. Senators are encouraged to review the committees' summaries, attached as Appendix A.

### **l. Summer Authority**

In accordance with Senate Rules, Senate Executive affirmed at its meeting in June that,

*“Between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.”*

### **m. Expressing Appreciation**

Continuing members and staff of the University Secretariat wish to convey their sincere gratitude to members of Senate Executive whose terms conclude this month; they are: *Thomas Baumgartner* (Science); *Marie-Hélène Budworth* (Senator on the Board of Governors); *Alison Macpherson* (Health); *Angela Norwood* (AMPD) and *Rose Wang* (student). Their commitment and contributions to the work of the Committee were extraordinary this past year with the many extra special meetings (for a total of 22 meetings and numerous electronic consultations) where they were called upon to deal with difficult and sensitive matters. Best wishes are extended to all, with a hope that future governance roles are taken up, but not before a deserved summer rest.

Poonam Puri, Chair

Lauren Sergio, Vice-Chair

## Senate Executive Committee: Priorities 2023-2024

Item	Topic / Initiative	Actions in 2023-2024	Status
<p><b>1. Mode and Time of Senate meetings</b></p>	<p>Executive defined a combination of in-person meetings with accommodation available for members with extenuating circumstances, and wholly virtual meetings for 2023-24, with the schedule respecting the desire for physical distancing during the winter months' flu season and attendance at spring conferences.</p> <p>Time needed to assess hybrid-meeting arrangements and to implement any technology and room upgrades in the Senate Chamber is planned over 2023-24.</p> <p>Senator encouraged Executive to consider changing to an earlier meeting time of Senate to accommodate members' with late day family responsibilities.</p>	<p>Executive to monitor attendance at the Senate meetings for trend at in-person and virtual modes.</p> <p>Secretariat to consult UIT on technology needs for the delivery of effective hybrid meetings of Senate in the Senate Chamber, and assess the resource capacity for the IT upgrades.</p> <p>Executive to consider the Senate meeting time.</p>	<p><b>COMPLETED:</b></p> <p>Coincident with the approved 2023-24 meeting dates of Senate, the mode of meetings alternated was between in-person and virtual as planned.</p> <p>With UIT assistance, hybrid meetings of Senate are being effectively delivered.</p> <p><b>PENDING:</b></p> <p>Executive to discuss changing the meeting time of Senate. Carry forward to Fall 2024.</p>
<p><b>2. Senate Membership Review</b></p>	<p>The determination of the Markham Campus' representation on Senate commenced, but was not finalized, in 2022-2023. The membership review exercise is to continue this year with a recommendation for any changes to the Senate membership to proceed to Senate for approval.</p>	<p>Executive to approve the membership model for recommendation to Senate for approval at a Fall meeting.</p> <p>The recommendation to Senate will also include the allocation of seats for full-time faculty members and students for 1 July 2024 - 30 June 2026.</p>	<p><b>COMPLETED</b></p> <p>Senate membership model incorporating Markham campus representation approved by Senate February 2024.</p>
<p><b>3. Review Senate "Disruptions" Policy</b></p>	<p><i>Review Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes.</i></p>	<p>The application of the policy for the pandemic-caused disruption illuminated the necessity of revising the policy to reflect disruptions beyond the specific context of labour disruptions.</p> <p>Establish a small working group of Executive to lead the policy review and identify recommended revisions for approval by full Committee and</p>	<p><b>IN-PROGRESS</b></p> <p>WG established December. Meetings held in December and January. Work interrupted by the labour disruption.</p> <p>To be carried forward to 2024-2025, with the scope and</p>

Item	Topic / Initiative	Actions in 2023-2024	Status
		recommendation to Senate for approval thereafter. Labour relations matters will remain outside the policy revision exercise.	membership of the WG to be revisited first.
<b>4. Review of Principles Governing a Presidential Search</b>	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> .	Senate Executive to prepare the framing of the discussion.	<b>DEFERRED</b> Concurrence reached for a joint Board and Senate Executive committees working group. Interrupted by labour disruption for Spring 2024; new timing to be determined.
<b>5. Enhance Senator participation in meetings</b>	A theme in the Senate survey again in 2022-2023 is a need to facilitate greater participation of members in Senate meetings.	Executive Committee review results of 2022-2023 Senate and Senate committee surveys. Pilot a new option: <i>Call for Topics of Broad Academic Interest</i> . Issue a call to Senators for suggestions of topics of broad academic interest that could develop into facilitated discussions at Senate at an appropriate meeting(s) during the year.	<b>DEFERRED</b> Committee endorsed a <i>Call for Topics of Broad Academic Interest (TBAI)</i> pilot. Launching interrupted by impact of the labour disruption on Committee's time; to be carried forward to Fall 2024.
<b>6. Revise the annual Senate and Senate Committee survey</b>	The Senate and Senate Committee surveys in use were developed several years ago and should be reviewed.	Review the survey questions for currency and opportunities to explore engagement concerns raised in recent Senator feedback. Consider conducting a mid-year survey of Senators on the effectiveness of the mode of Senate meetings combination from the Fall term.	<b>DEFERRED</b> Interrupted by the impact of the labour disruption on Committee's time; to be carried forward to 2024-2025.
<b>7. Management of the CUPE</b>	With the CUPE 3903 strike having begun on 26 February, the Senate Disruptions Policy	Eight (8) special meetings held in addition to the regular ones in March and April to manage the impact of the	<b>COMPLETED.</b>

Item	Topic / Initiative	Actions in 2023-2024	Status
<p><b>Labour Disruption</b></p> <p><b>NEW DURING THE YEAR</b></p>	<p>was invoked. It remained in effect until 19 April 2024.</p> <p>Senate Executive took up the responsibilities of managing the impact of the disruption on academic activities. Secretariat provided considerable support to meet the responsibilities.</p>	<p>disruption and support academic continuity.</p> <p>Regular and comprehensive written communications issued by Executive to the community advising of legislative decisions by the Committee taken under the authority of the <i>Disruptions Policy</i> to support the completion of the winter 2024 term and sustain the summer 2024 terms.</p>	<p>Disruption was declared over on 19 April.</p> <p>Executive had a debrief on how the disruption unfolded, with issues and recommendations identified for further follow-up by the Committee in the coming months.</p>



## APPRC 2023-2024 Priorities

UAP Priority	APPRC Priority Area	Specific Outcomes for 2023-2024	Status
<p><b>21st Century Learning:</b> Diversifying Whom, What, and How We Teach</p> <p><b>From Access to Success</b></p>	<p>Future of Pedagogy</p>	<p>The <i>Joint APPRC-ASCP Task Force on the Future of Pedagogy</i> continues in progress.</p> <p>A Consultation Paper to be released in early Fall for pan-university discussion. A final report with recommendations targeted for December 2023.</p> <p>APPRC and ASCP to review recommendations, take action / oversee steps to implementation of recommendations.</p>	<p><b>IN-PROGRESS; TO BE CARRIED FORWARD TO 2024-2025</b></p> <p>APPRC Forum on the TF: Directions and Preliminary Recommendations held in October 2023. Outcome of discussions fed back into the TF for preparation of its final report</p> <p>APPRC reviewed final report in February. Planned discussion of the report and implementation steps at the spring APPRC-Decanal meeting was adjusted owing to current circumstances (budget challenges and labour disruption needing the focus of the Deans/ Principal).</p> <p>The report to be a resumed priority in 2024-2024, jointly with ASCP.</p>
<p><b>Knowledge for the Future:</b> From Creation to Application</p> <p><b>Learning:</b> Diversifying Whom, What, and How We Teach</p>	<p>Support furthering the teaching and research goals of the UAP and SRP</p>	<p>Revised Senate <i>Regular Named Chairs Policy</i> and the Board-Senate <i>Research &amp; Teaching Chairs, Professorships and Distinguished Fellowships Policy</i> to enhance recruitment and retention of high performing scholars and ensure that searches for Named Chairs will support performance of chairholders.</p>	<p><b>IN-PROGRESS</b></p> <p>Revisions continued to be discussed with Provos and VP offices; APPRC review of revisions in Fall 2024. To Senate and Board as required thereafter for approval.</p>

UAP Priority	APPRC Priority Area	Specific Outcomes for 2023-2024	Status
		Review <i>Senate Policy on Organized Research Units</i> to identify necessary revisions to enhance the ORU charter application process.	<p><b>DEFERRED</b></p> <p><i>Policy revision:</i> Delay owing to the impact of the labour disruption vis-à-vis the Secretary.</p> <p><i>Revisions to ORU charter process:</i> enhancements were made (i.e., new templates and additional stages in the review process) were implemented for the 2023-2024 charter applications. Sub-committee provided input on the effectiveness of the enhanced process.</p>
<p><b>21st Century Learning</b></p> <p><b>Knowledge for the Future</b></p> <p><b>From Access to Success</b></p> <p><b>Advancing Global Engagement</b></p> <p><b>Living Well Together</b></p> <p><b>Working in Partnership</b></p>	Monitoring / contributing to major academic planning and research initiatives in 2023-2024	<p>Regular reports from Provost and /or Vice-President Research &amp; Innovation on initiatives in progress, including:</p> <ul style="list-style-type: none"> <li>• Markham Campus planning</li> <li>• establishment of a school of medicine</li> <li>• Vaughan Healthcare Precinct</li> <li>• Glendon administrative restructuring</li> <li>• external developments with the Provincial micro-credential framework</li> <li>• performance enhancement on international rankings</li> <li>• SRP implementation plan</li> <li>• Discover York Academics implementation</li> <li>• enhanced external research partnerships</li> </ul>	<p><b>Markham: COMPLETED for 2023-2024</b></p> <p>Monthly reports from Interim Deputy Provost held, input and guidance provided on academic planning for campus launch readiness; APPRC regularly reported to Senate on progress.</p> <p><b>School of Medicine: IN-PROGRESS</b></p> <p>Preliminary academic planning discussions for establishing the school began mid-April and are continuing.</p> <p><b>Glendon administrative restructuring: COMPLETED;</b> Senate and Board approved by April 30.</p>

UAP Priority	APPRC Priority Area	Specific Outcomes for 2023-2024	Status
		Engagement of Senate in planning discussions / decisions on initiatives.	<p><b>SRP Implementation Plan:</b> <b>COMPLETED</b></p> <p>APPRC input on the implementation plan provided in October and shared with Senate.</p> <p><b>Discover York Academics:</b> <b>COMPLETED FOR 2023-2024</b></p> <p>Input on implementation provided in October; oversight of its impact to be monitored.</p>

## ASCP Priorities and Key Items of Business: 2023-2024 Status Report

ASCP Activity	Status/Next Steps	UAP Priority
<p><b>1. Establishment of the <i>Academic Conduct Policy</i></b></p>	<p>ASCP led a facilitated discussion of the proposed policy at the April 2024 meeting of Senate. The Policy was approved at the May 2024 meeting of Senate.</p> <ul style="list-style-type: none"> <li>• <b>Status:</b> <i>Complete/pending Senate approval</i></li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>2. Revisions to the <u>Common Grading Schemes for Undergraduate Faculties</u>:</b> transition from the 9.0 GPA scale to a 4.0 scale and updates to relevant policy frameworks</p>	<p>The Policy on York University Grading Schemes and undergraduate qualitative descriptors was approved by Senate in October 2020.</p> <p>The University Registrar provided an update on the implementation of the new grading schemes in December 2023. Faculty grading schemes conversions continue to be received by ASCP for review/approval. It is estimated that approximately 80% of Faculty/program conversions have been completed. The project implementation has moved slowly due to a lack of dedicated human resources. Once all Faculty required grading schemes submissions are received/approved by ASCP, an implementation plan will be presented to Senate for approval.</p> <p>Revisions to policies/regulations impacted by the transition approved by Senate as of May 2024:</p> <ul style="list-style-type: none"> <li>• Letters of Permission</li> <li>• Certificate Guidelines and Procedures</li> <li>• Undergraduate Co-Registration Options with Other Post-secondary Institutions</li> <li>• Visiting Students</li> <li>• Bridging Courses</li> <li>• Bridging Programs</li> <li>• Granting Degree-Credit for Pre-University Courses</li> <li>• Transfer Credit Limits for Advanced Secondary Studies</li> </ul> <ul style="list-style-type: none"> <li>• <b>Status:</b> <i>Ongoing. Staged process.</i></li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>

ASCP Activity	Status/Next Steps	UAP Priority
<b>3. Review University practices on Attending Physician's Statements (APS)</b>	<ul style="list-style-type: none"> <li>• A draft Attending Physician's Statement was presented to Senate, for approval, at its May 2024 meeting. <ul style="list-style-type: none"> <li>• <b>Status: Complete/pending Senate approval</b></li> </ul> </li> </ul>	Priority 3: From Access to Success: Next Generation Student Supports
<b>4. Ongoing review and development of academic policies / regulations</b>	<ul style="list-style-type: none"> <li>• Final Examinations/guard rail for final exam weighting – discussion with Associate Deans to determine if there is need for guidelines or a policy on the matter. <ul style="list-style-type: none"> <li>• <i>Status: The idea was discussed with Associate Deans in January 2024; ASCP did not receive a strong indication of interest in pursuing such an initiative. The initiative will be revisited next year by ASCP.</i></li> </ul> </li> <li>• Religious Observances – minor revisions; approved at the January 2024 meeting of Senate. <ul style="list-style-type: none"> <li>• <b>Status: Complete;</b></li> </ul> </li> <li>• Sessional Dates Policy – sessional dates for 2024 and going forward, will be in compliance with the policy. <ul style="list-style-type: none"> <li>• <b>Status: Complete;</b></li> </ul> </li> <li>• Pass/Fail Policy &amp; Credit/No-credit legislation <ul style="list-style-type: none"> <li>• <b>Status: Complete/pending Senate approval</b></li> </ul> </li> </ul>	Priority 3: From Access to Success: Next Generation Student Supports
<b>5. Joint Task Force on the Future of Pedagogy (joint with APPRC)</b>	<ul style="list-style-type: none"> <li>• Implementation of recommendations – the Chairs of ASCP and APPRC met with the Provost to discuss next steps for implementation of the recommendations <ul style="list-style-type: none"> <li>• <b>Status: Ongoing</b></li> </ul> </li> </ul>	Priority 1: 21 <sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach

## Key Items of Business

Item	ASCP Activity	UAP Priority
<b>1. Curriculum Management System (CMS) project</b>	<p>ASCP is engaged on the CMS project, with the Chair serving as a member of the project's Steering Committee.</p> <ul style="list-style-type: none"> <li>• <b>Status: Ongoing</b></li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<b>2. Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Taskforce on the future of Pedagogy</li> <li>• Generative AI</li> <li>• Microcredentials</li> </ul> <ul style="list-style-type: none"> <li>• <b>Status: Ongoing</b></li> </ul>	<p>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</p> <p>Sub-item: diversify how we teach in an era of perpetual, universal learning</p>
<b>3. Future priorities (FW 2024-2025 and beyond)</b>	<ul style="list-style-type: none"> <li>• Academic Disruptions Policy</li> <li>• Assessed Grades</li> <li>• Guard Rail on Final Exams</li> </ul>	

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 27 June 2024

### FOR ACTION

#### a. Chartering of Organized Research Units<sup>1</sup>

The Academic Policy, Planning and Research Committee recommends,

**That Senate approve the chartering of the following Organized Research Units (ORU) for a five-year period, commencing 1 July 2024:**

**Centre for Feminist Research  
Israel and Golda Koschitzky Centre for Jewish Studies  
Global Labour Research Centre  
Institute for Research on Digital Literacies  
Mad Studies Hub**

#### Rationale

APPRC proposes new charters for four existing<sup>2</sup> Organized Research Units and one new one based on recommendations from its Sub-Committee on ORUs, and it is satisfied that all are of high academic caliber, are predicated on appropriate strategic planning that aligns with the *2020-2025 University Academic Plan* priorities and *2023-2028 Strategic Research Plan* objectives, have a critical mass of researchers who are actively participating in the ORU, have plans for sustainable resourcing, and have strong support from the Vice-President Research & Innovation and the Deans of their respective Lead and Participating Faculties.

Noting that the charter for the Mad Studies Hub represents an addition to the total number of research units, net new resources are required for its establishment. In its review, APPRC considered the strategic importance of the Mad Studies Hub in advancing the University's existing research strengths in health fields, the significant research funding opportunities in mental health (announced in the 2024 federal budget), and alignment of this ORU with the forthcoming medical school at York. The commitment of funding for this new unit recognizes its potential to contribute to the University's research plan, and revenues and reputation of the University. On this basis, APPRC recommends the new unit be chartered, along with the renewal of the current ORUs.

Supporting documentation is attached as Appendix A.

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<sup>1</sup> Senate is provided with the "Terms and Expectations" document for each charter proposal. As in the past, Senators may review the full dossier upon request to the University Secretariat.

<sup>2</sup> *Institute for Research on Digital Literacies* is a Faculty-based ORU; the other four are institution-based units.

# Academic Policy, Planning and Research Committee Report to Senate

## b. Revisions to the Senate Policy on Research Involving Human Participants

The Academic Policy, Planning and Research Committee recommends,

**That Senate approve revisions to the Senate Policy on Research Involving Human Participants as set out in Appendix B, effective 1 July 2024.**

### Rationale

Included in the Appendix is a table summarizing the proposed changes vis-à-vis the current policy. In sum, the revised policy provides a shorter and more precise summary of its purpose, scope and application, and roles and responsibilities pertaining to research involving human participants. For this purpose, and consistent with the current practice at other institutions (such as University of Toronto, University of Waterloo, Western University), the Senate legislation governing research with human participants has been restructured to cover three distinct areas:

- i. Research Involving Human Participants Senate Policy
- ii. SOP – Ethics Review Process and Procedures
- iii. SOP – Human Participants Research Committee Terms of Reference

The proposed changes to the [existing Senate Policy on Research Involving Human Participants Policy](#) are intended to satisfy the requirements of the updated *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)*. The 2022 version incorporated revisions to reflect evolving ethical standards in research involving humans and streamline the compliance process.

The current Senate Policy, approved in 1993, has not been updated since 2013. An extensive review of the University's practices, as well as the policies and practices of other universities has been undertaken, and the new policy better reflects current internal practices and processes. As revised, the legislation provides guidance and consistency to faculty members, staff and students of, or in affiliation with, York who conduct research with human participants. Additionally, the Research Ethics Boards (REBs) and researchers will be better informed about the University's practices with respect to the TCPS 2 (2022).

## FOR INFORMATION

### c. Planning for a Medical School

APPRC is seeking Senate's input on the Planning Committee structure for the School of Medicine; the draft framework is attached to this report as Appendix C. A discussion of this item will be facilitated at the Senate meeting. Following the consideration of Senate's advice, the planning committees and their defined compositions will be finalized to promptly begin work on establishing them.

In April, APPRC advised Senate that it had begun preliminary academic planning discussions for establishing the school. Over the course of two meetings between April and May, discussions were held on the committee structure and composition to support planning for the School of Medicine and the development of full proposals for



# Academic Policy, Planning and Research Committee

## Report to Senate

consideration by Senate and Board in 2024-25. APPRC members' input on the planning structure included recommendations to:

- have broad faculty member representation on the various committees to capture a diversity of perspectives blended with a tailored approach to facilitate programmatic insight from across the University so that the membership can contribute to achieving the defined mission and goals of York's medical school.
- have broad representation among the external community positions, including from racialized groups.
- ensure rigorous and comprehensive consultation to allow the maximum number of voices across the campuses to be heard in the planning of the new school.
- have well defined accountability responsibilities articulated in the mandates of the subgroups that will be dedicated to meeting the Canadian medical schools' accreditation of standards, and also the accountability responsibilities of the advisory body that provides diverse external community perspectives to the Accreditation Steering Committee.

The discussion in May also touched on financial planning for the costs of establishing the medical school, specifically with the current sizeable budget deficit and planned cost-cutting expectations at the University. The President and Provost emphasized the ongoing development of a comprehensive plan to address the budget gap between expenditures and revenue, including a list of 17 projects to advance financial sustainability and academic plans. APPRC also considered the importance institutional reputation plays in growing enrolments, with strong enrolments being critical to the University's financial health. Having a medical school significantly contributes to an institution's recognition and reputation as a comprehensive and research-intensive university and brings enhanced opportunities for research funding. It can be among York's pillars supporting its long-term academic goals and its sustainability.

### **d. 2024-2025 Enrolment and Tuition Revenue Update**

The Provost provided APPRC with an update on the Summer 2024 and Fall 2024 enrolment pictures and the associated revenue impact on the University's budget. The core message is that based on information at this point, there is a projected \$78M shortfall in tuition revenue due to changes across the postsecondary sector over the year and York's underperformance on enrolment targets for the SU '24 and FW'24 terms, which is \$2.3M better than forecasted in April. This slightly better budget position is mostly due to stronger than anticipated summer enrolments. The typical enrolment 'melt' for the Fall term will occur over the summer months, which will likely result in lower final enrolments come the November 1 reporting deadline to the Province for tuition funding based on FTEs.

That the Fall term enrolments are tracking slightly ahead of forecast does not relieve the overall below enrolment target results; shortfalls for both the summer 2024 and FW 2024 were embedded in the 2024-2027 budget plan with dedicated contingency funds. There

# Academic Policy, Planning and Research Committee

## Report to Senate

remains the sizeable and challenging budget deficit of \$136M for FW 2024-2025, and there are further revenue shortfalls expected in the two outer years of the three-year budget plan. The Provost emphasized the critical need to tackle the deficit and achieve a surplus position in year three of the budget plan by implementing the 17 actions designed to address the budget gaps of \$30M, \$80M and \$90M respectively in fiscal 2025 2026 and 2027.

### **e. 2023-2024 University Academic Plan (UAP) Progress Report**

The Committee is pleased to provide Senate with its *2023-2024 UAP Progress report* that conveys APPRC's work and initiatives over the past year that contribute to the UAP priorities. This information supplements the earlier progress made on UAP priorities in the first four years of the 2020-2025 Academic Plan. The report is attached as Appendix B.

Also being shared with Senate is a comprehensive report on the University's progress on the academic objectives in the UAP in 2023-2024, together with a *Strategic Mandate Agreement- 3 Performance Scorecard*. APPRC received the submission from the Provost as part of its year-end reflections and oversight exercise; it is attached as Appendix C to the APPRC report.

### **f. Organized Research Units Sub-Committee Report**

The APPRC *Sub-committee on Organized Research Units* convened in May. In addition to the recommendations on individual charter applications, the Sub-committee discussed with the full Committee emerging themes and trends observed in its review of charter applications in order to fulfil its responsibility to advise APPRC and the Vice-President Research & Innovation on substantive and procedural matters related to the research units that have academic planning and / or resource dimensions.

In its review of the charter applications this month, the sub-committee noted the financial sustainability of units as an important theme, particularly for those units without the benefit of an endowment. Indeed, the ORU funding model has been pointed to in recent years as having a structural challenge. Precarious budgets are a continuing, possibly increasing, challenge being faced by several centres / institutes; the topic surfaces with heightened concern when new ORU charters are proposed and the total number across the University increases. The ORUs, and quite often external reviewers, observe a need for enhanced University funding or consideration of opportunities for resource sharing or pooled funds to get the units on more secure financial footing.

In APPRC's discussion of this issue, it was noted that the standard funding package provided to all ORUs has been increased from \$25K to \$40K in recognition of the resource assistance needed by units. Additionally, for every ORU without other sources of operational funds, additional money has been made available upon application through the Graduate Assistant funding agreement to support a guaranteed minimum of 25 hours a week of administrative support. Both of these measures by the Office of the VPRI have been implemented in the last 1.5 years as an effort to help address sustainability concerns.

# Academic Policy, Planning and Research Committee

## Report to Senate

As an extension of the financial sustainability discussion, and drawing on the reflections offered by the Sub-committee, the Vice-President Research & Innovation sought the input of APPRC on the idea of pausing the establishment of new units to manage central resourcing for the existing ORUs. Noting the current University's budget deficit and need for reduced expenditures together with the sustainability concerns raised by some of the existing research units, APPRC expressed its support for pausing new charters for a defined period of time.

As reported by the Sub-committee over the past two years, it has recommended to the VPRI several process enhancements to the charter application exercise to address gaps and bring greater clarity to the reviews. Led by the Associate Vice-President Research, several procedural changes were implemented beginning with this cycle of charter applications, including:

- i. the Office of the VPRI selecting one of the two reviewers and making sure that the reviewer is at arm's length of the ORU Director / members
- ii. incorporating the summary of an additional meeting with the Lead and Participating Faculties held after the ORU external review stage of the process to ensure key issues raised in the evaluation are responded to
- iii. introducing a revised charter application template with a focus on how the ORU exclusively adds to research excellence as compared to individualized research contributions

The Sub-committee brought to its review of the 2024-2029 applications consideration of the effectiveness of the new template and process changes. Overall, the revised charter and external reviewers' forms are seen as achieving the intended enhancements for assessing the unit's alignment with UAP and SRP priorities, incorporating equity, diversity and inclusion considerations to ORU structures and activities, confirming space and resource needs, and establishing the required research data management strategy. Members offered further suggestions for consistency in terminology, and space for units to provide commentary, confirming there is no duplication or competition with other ORUs whose mandates may have related but tangential areas of research.

The ORU Sub-committee also discussed a communication from the Director of the *Centre for Refugee Studies* expressing concern and frustration about the challenges faced by the ORUs located in Kaneff Tower to operate given many lockdowns of the building over the past year. The Sub-committee was turned to for assistance through collegial governance processes to help address the matter following similar communications being sent to the senior administration. In discussing the concern with APPRC, the Vice-President Research & Innovation advised that as a priority task Security Services is developing a protocol for enhanced access to the building, and the possibility of using other space at the University for ORU events is being explored.

# Academic Policy, Planning and Research Committee

## Report to Senate

### **g. Markham Campus Planning**

The Committee received and discussed the final report from the Interim Deputy Provost Markham prior to the opening of the campus in September. Admissions data for FW 2024 was provided, noting the following results as of 12 June:

- 326 acceptances for undergraduate programs versus the target of 533 (61%)
- 89 acceptances for graduate programs versus the target of 83 (107%)

To date, student accepts versus targets for the four Faculties offering programming in Markham show approximately:

- 57% LAPS
- 72% AMPD
- 72% Lassonde
- 23% Science

Conversion efforts are continuing for the undergraduate programs, including through the use of switch offers for students between the Keele and Markham campuses, with a particular focus on the computer science for software development degree program and both the first-year engineering and first-year science programming for the internal transfers. Final enrolment numbers, however, are expected to shift downward as students finalize decisions and their program eligibility.

Two common courses (Being a Digital Citizen & Mobilizing Digital Citizenship) that count as general education requirements will be offered for students in all undergraduate degree programs.

The Committee was also provided with pictures showing the teaching and learning spaces on the new campus, which include experiential education suites, maker-space, gaming, and virtual reality and science labs designed to support program learning outcomes. Completion and handover of the building to the University was expected within days of the 13 June APPRC meeting.

From a budget perspective, a new campus allows for the opportunity to adjust faculty complement plans and control expenses in conjunction with emerging enrolments. Noting the developing student cohort for FW'24, the Provost advised that some faculty hirings planned for the outer years have been paused. The complement will continue to be monitored in step with enrolment growth.

Housing remains an important priority for university students. For the new campus, arrangements for a third-party housing provider have been finalized to provide apartments to accommodate 30 beds for Markham students in a new building located approximately 1.2 km from the campus. The agreement with the housing provider includes flexibility to increase the number of beds for students. The shuttle service to run between the Keele and Markham campuses will include a stop at this building location.

# Academic Policy, Planning and Research Committee

## Report to Senate

The Committee will continue to liaise with administration over the course of the next academic year on the success of the new campus from an academic perspective.

### **h. Intellectual Property and Commercialization Policy**

In response to Ontario's [Commercialization Mandate Policy Framework](#) released on January 14, 2022, York has aligned its innovation policies with provincial guidelines. Under this framework, each institution is required to develop a tailored policy reflecting its unique areas of research strength, policy infrastructure, and industry relationships. Accordingly, the University is developing an *Intellectual Property and Commercialization Policy* to align with the provincial framework. The Policy is intended to enhance IP management and commercialization outcomes, emphasizing transparency, increased awareness, accountability, and strategic partnerships. Importantly, the policy is set out as an "inventors own" policy, ensuring that the rights of inventors are recognized and respected. It serves as a blueprint for nurturing innovation and entrepreneurship within the university while protecting the interests of faculty, staff, and the broader community.

The policy will be under the authority of the Board of Governors. At the request of the Vice-President Research & Innovation, APPRC reviewed a draft version of the document in connection with its mandated responsibility for academic planning that encompasses research, other scholarly endeavours, and teaching.

### **i. Annual Reports of Sub-Committees Reporting to APPRC and Senate**

The three sub-committees that are supported by the Office of the Vice-President Research and Innovation and report to APPRC and Senate have submitted annual reports for 2022-2023. They are the Human Participants Review Committee (HPRC), the Animal Care Committee, and the York University BioSafety Committee.

Last year APPRC noted the extremely heavy caseload of the HPRC and that the challenge of managing the volume of work by the lean staff complement and within existing processes was resulting in delays that impact the research of faculty. The Senate committee was pleased to learn that the capacity of the ethics review process has been enhanced over the past year through a combination of online forms and an increased staffing complement. In July 2024 a new online system is being implemented that will integrate the administrative processes for all three sub-committees, making the experience for faculty staff, auditors, etc. much improved.

### **j. Thanks to Members Completing Terms**

Another busy year has come to a close for APPRC. The Committee was able to effectively carry out its mandated responsibilities due to the contributions of its committed membership, including faculty and student designates, an ORU Director, the University Archivist, the Academic Colleague and senior leadership administration who collaborated and engaged in thoughtful and candid deliberations. Debates and consultations were

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

undertaken these last 10 months on key academic initiatives and in support of annual planning and oversight exercises, all of which yielded commitment to collegial decision-making.

Burkard Eberlein, Gabriel Levine, Phillip Lynch, Hale Mahon, Michael Moir, Poonam Puri, William van Wijngaarden and Andrea Davis are completing terms on APPRC at the end of June. On behalf of the Committee, I extend appreciation to my colleagues for their stellar contributions to the work of the committee, its sub-committees and Senate. As Chair, I have been the beneficiary of their sound advice and guidance, and am grateful for their support.

Andrea Davis  
Chair of APPRC

## Terms and Expectations 2024 – 2029 Charter

### Centre for Feminist Research Institutional ORU

#### 1. Mandate

The Centre for Feminist Research/ Le Centre de recherches féministes is an internationally recognized Centre for research on gender, race, class, indigeneity, disability, sexuality, and women's issues. Its mandate is to promote feminist activities and collaborative research at York University by working to establish research linkages among York scholars and between York scholars and local, national, international and transnational communities. The CFR carries out its mandate by supporting individual and collaborative research, developing research materials, communicating research results, providing opportunities and training for graduate students, fostering relationships with community organizations and government personnel, and through hosting visiting scholars from outside the university.

#### 2. Lead Faculty

As the lead Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CFR in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CFR, supplying a decanal representative to serve as Vice-Chair on its Board, and participating in the selection and approval of Directors for CFR as warranted. The lead Faculty further agrees to integrate CFR objectives into their strategic research planning and to champion the development of CFR as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CFR will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

#### 3. Participating Faculties

As Participating Faculties, Faculty of Environmental and Urban Change (EUC), School of the Arts, Media, Performance and Design (AMPD), Faculty of Graduate Studies (FGS), Faculty of Health (Health), Faculty of Education (Education), Osgoode Hall

Law School (Osgoode), and Glendon agree to play a supportive role in promoting the development of CFR and to provide a representative to its Board.

#### 4. Board

The Board for CFR has responsibility of oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CFR with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CFR achieve its objectives. Composition of the Board for CFR will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Vice-Chair)
- c. Dean (or designate), Faculty of Environmental Studies
- d. Dean (or designate), School of the Arts, Media, Performance and Design
- e. Dean (or designate), Faculty of Graduate Studies
- f. Dean (or designate), Faculty of Health
- g. Dean (or designate), Faculty of Education
- h. Dean (or designate), Osgoode Hall Law School
- i. Principal (or designate), Glendon Campus

#### 5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically five years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every five years.

#### 6. Objectives and Expectations, 2024-2029

*General nature of the research program to be pursued through the ORU.*

In keeping with the CFR's mandate, the Centre will pursue and support research on gender, race, class, indigeneity, disability, sexuality, and women's issues, with a special focus on "margins to centre" feminisms that bring voices that are historically marginalized to the centre of our activities. Feminists of all genders will be supported, especially those whose work centres racial justice, Indigenous perspectives, 2SLGBTQ+



voices, conflict and peace studies, and emerging areas of climate change and Artificial Intelligence.

In general terms, the CFR will:

Develop research in cutting edge sub-fields of feminist scholarship through our research clusters, grant support and holding events, workshops and seminars.

Strengthen York's national and international reputation as a leader in feminist research and scholarship through our Feminisms in Focus publication, events, welcoming national and international Visiting Scholars and post-doctoral students, and through research clusters that stretch nation-wide and internationally.

Support junior faculty who work in feminist scholarship in developing research activities and grants; and enhancing training and mentoring of graduate students and postdoctoral students, including through workshops and supporting research projects with students, junior and senior scholars.

Enhance knowledge mobilization, research dissemination, and engagement, by feminists of all genders, including through our events and Feminisms in Focus publications.

### *Proposed Research Program*

Member driven priorities. The CFR is a member-driven Organized Research Unit, and this means that it is important to broadly define areas of promising research opportunities in feminist scholarship. In 2024-2029, the CFR will continue to welcome all feminist scholars, while building on the CFR's distinctive commitment to "margins to centre" feminist and 2SLGBTQ+ perspectives.

Promising Research Opportunities. Recognizing that feminist scholarship at the CFR is deeply committed to racial justice, and liberatory 2SLGBTQ+ perspectives, we see the following as particular areas of research strength. These areas cross-cut participating faculties and demand theoretical, policy-oriented and creative contributions by feminists of all genders:

- *Anti-racist feminisms*. This is a significant area of strength for the CFR and the CFR will contribute to foreground critical race theory and anti-racisms as necessary to feminist research and creative works. This is especially important, as we have emphasized, at a time when there are resurgent far-right and White supremacist movements, including but not limited to Canada. This contributes to the Strategic Research Plan's commitment to "Pursuing Justice [and] Equity" and the University Academic Plan's commitment to "Social Justice and Equity."

- *Indigenous feminisms.* The CFR will continue to co-organize the Indigenous Women's Speakers' series with the Centre for Indigenous Knowledges and Languages, while supporting Indigenous feminisms at York University. On lands that remain Indigenous, Indigenous feminists' approaches are essential to feminist futures in and beyond the Canadian context. This research opportunity contributes to the Strategic Research Plan's commitments to "Indigenous Futurities."
- *2SLGBTQ+ research.* The CFR will continue to support 2SLGBTQ+ scholarship, from feminists of all genders. This includes, for instance, Professor Nick Mulé's ongoing partnership grant, challenging 2SLGBTQ+ poverty in Canada, Professor Kinnon McKinnon's ongoing policy-oriented research on non-linear gender transitions, and the "Critical Femininities" research cluster, examining femininities in 2SLGBTQ+ communities. Given attacks on 2SLGBTQ+ rights, including in Canada, this research opportunity is especially important, and contributes to the Strategic Research Plan's commitment to "Pursuing Justice [and] Equity" and the University Academic Plan's commitment to "Social Justice and Equity."
- *Feminisms and climate change.* The CFR initiated and coordinates Climate Change Research month, so taking up one of the major challenges of our times. Feminist perspectives about climate change, especially those foregrounding Indigenous feminisms and racial justice, are critical to livable futures. This strand contributes to the Strategic Research Plan's commitment to "Pursuing Justice, Equity and Sustainability" (or perhaps not necessarily "sustainability" but rather a just transition).
- *Feminisms in conflict and peace studies.* The CFR regularly holds events with women from conflict zones, speaking directly to their experiences. The "Home, Belonging and Identity" research cluster, moreover, holds an annual event with women from conflict zones and the "Memory and Memorialization" cluster takes up questions of memory and justice, for instance, in the aftermath of genocide and femicide. This contributes to the Strategic University Plan's commitment to "Social Justice, Peace and Equitable Relations".
- *Feminisms and Artificial Intelligence.* Beyond existing research by Professor Christo El Morr, and including Professor Ena Dua, concerning gender, racial justice and AI in health care settings, several early career community members, including PhD students, expressed interest in developing this theme. The Feminist Digital Methods research cluster may be a natural home for some of this work, which contributes to the Strategic Research Plan's commitment to investigating "Digital Cultures and Disruptive Technologies."

### *Anticipated Sources of External Funding*

The CFR has historically relied on cost recoveries from grants supported by the Centre, both supporting faculty and post-doctoral students in developing successful grant proposals and then providing post-grant support for successful projects, for instance, hiring and payroll. Most of the grants on which the CFR relies have been SSHRC grants. Although the CFR has been very successful in securing grants, this approach operates in a grey area of SSHRC funding and it is unsustainable, as a way of funding the centre in the long term.

Diversifying the grants on which the CFR relies, including those that explicitly allow for overhead, including some government grants, is needed. As the external evaluators' suggest, this will demand teams of experienced grant writers to support grant applications, so that less of the grant development relies on the expertise and time of the Director, alone.

We would like to see a dedicated, supportive Advancement campaign for the CFR, in addition to the "donate" button that we secured during the concluding Charter. The aim should be to secure a significant endowment or regularly subscribers to the CFR, allowing the CFR to exist on a more secure financial footing for this and subsequent Charters.

### *Plan for Enhancing the Training Environment*

The CFR will support junior faculty, post-doctoral and doctoral students doing feminist research, across all faculties, enhancing their professional development through a range of activities. This will include support for grant writing and post-award support; featuring early-career scholars in our "Feminisms in Focus" series, whether as authors of interviews or in profiles of their own work; bringing together early-career and more senior scholars through funded research and in our thematic research clusters; and through professionalization workshops.

For graduate students and early career scholars, workshops, often jointly organized with other Organized Research Units, we will "Everything you wanted to know about X but were afraid to ask" sessions. These invite peer-reviewed journal editors, for instance, to help emerging and early career scholars to understand how to take a paper from an idea to a publishable article, or, for instance, mentor early and later career feminists who seek to write for literary magazines and general publics or share knowledge about specific methods, for instance, feminist oral histories.

### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization.*

The CFR will regularly host events for university and general publics, including book launches, workshops, lectures and lecture series. These all bring feminist knowledge from experts to broader feminist scholarly audiences and to community members beyond York University, In addition, our “Feminisms in Focus” which helps to take our events and scholars’ research and research-creation to general publics, on critical questions of our times, showcasing feminists of all generations from undergraduates to professor emerita.

### *ORU Data Management Plan*

Data management plans at the CFR are project-based, so that each individual Principal Investigator and their research team are responsible for creating, sharing and destroying data in full compliance with the York University Ethics Review process. Researchers must obtain approval through the formalized ethics review process to undertake any research that involves human participants, and they must describe their plans for generating, protecting, storing, and destroying data. This includes practices such as storing data on locked and encrypted devices, anonymizing data, when requested by participants, and destroying data on a particular date. Researchers are also required to specify and adhere to ethical conduct of research in all settings, and in research involving human subjects, including according to specified standards when research involves Indigenous peoples. For the latter, the new Indigenous Research Ethics Board (IREB), established at York University in July 2023 is critical to ensuring that Indigenous peoples have “control over all aspects of the approval process and [they are] not just a consultative piece to it” as Professor Sean Hillier explains (see: <https://www.yorku.ca/news/2023/03/22/new-autonomous-ethics-board-a-first-for-non-indigenous-post-secondary-institutions-in-canada/>). Adherence to these principles requires that data collected by or related to research conducted by Indigenous communities is managed in a way that is approved by the relevant community. In the coming charter period, the CFR will continue to stay current and informed about changes to Tri-Council policies and, for research involving Indigenous peoples, the requirements of the IREB at York University to ensure all CFR research meet all standards to ensure data privacy, security and, when Indigenous actors are involved, Indigenous control over data concerning their own communities.

### *Expectations, Projected Deliverables and Evaluation Metrics*

In this charter period, the CFR will continue its vital role in supporting feminist scholarship, especially margins-to-centre feminisms that centre the voices of those historically excluded.

Expectation (1) Support CFR Associates in developing individual and collaborative research grants<sup>1</sup>

We will continue to work with Associates who are interested in developing research grants through CFR. The very broad and interdisciplinary base of our Associates provides an excellent foundation from which CFR can expand its research activities, now including outreach to Lassonde for the first time and with support participation from faculty and students from the Keele, Glendon (and we hope soon, the Markham) campuses.

Deliverables: Striving for an average of four successfully funded research grants per year, which is what is required, year over year, to maintain the CFR financially (we need 11 grants overall, with a \$3000 cost recovery per year on each grant to cover full-time coordinator labour costs, but grants go over several years hence the need for four successful new grants each year).

Evaluation metrics: Counting the number of successful grants per year.

Expectation (2) Developing research in cutting edge sub-fields of feminist scholarship in which York University has a cluster of scholars

As feminist research is constantly shifting, and new areas of interest emerge as sites of feminist debates, we will continue to work with our membership to promote academic exchanges, develop research projects and mobilize knowledge in these areas. To promote collaborative research, these targeted research areas will be given special attention in CFR events, communications and outreach.

Deliverables: Hosting on average four to six active interdisciplinary research clusters at the CFR.

Evaluation metrics: Counting the number of research clusters at the CFR per year and noting associated events, grants, or knowledge mobilization projects associated with the cluster.

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<sup>1</sup> These draw heavily on previous charters, reflecting the community discussion that the CFR is doing the kind of feminist research and outreach that York U feminists of all genders support. These aims are usefully broad, since feminist priorities shift as new areas of inquiry emerge. Metrics should be understood as guidelines, not rigid “performance” metrics, since the needs of the Centre will necessarily shift and change over time and with a new Director.

Expectation (3) Strengthening York's national and international reputation as a leader in feminist research and scholarship; and (4) Enhancing knowledge mobilization, research dissemination, and engagement

The CFR will continue to support collaborative projects, events, and partnerships that enhance our national and international reputation, and improve knowledge mobilization, research dissemination and engagement. This will include hosting visiting scholars, hosting national and international events, and supporting marginalized communities, for example in Indigenous, critical race, transnational, queer, trans or critical disability studies, continues to be high priority. We will also continue to implement strategies that recognize and promote the achievements of our members, and share their research, for instance, through the Feminisms in Focus series.

Deliverables: Hosting events, visiting scholars and the Feminisms in Focus series.

Evaluation metrics: Counting the numbers of events (at least 10-20 per year, depending on how significant each is and including co-organized events), hosting at least 2 in-person and 2 virtual visiting scholars per year, and offering "Feminisms in Focus" features (at least four Feminisms in Focus interviews or dispatches, on average, per year).

Expectations (5) Supporting junior faculty who work in feminist scholarship in developing research activities and grants; and (6) Enhancing the training and mentoring of graduate students and postdoctoral fellows

Maintaining CFR and York's reputation as a leader in feminist research nationally and internationally involves mentoring the next generation of feminist scholars. The Director will continue to annually identify new feminist faculty, and to assist those who become CFR Associates in developing their research agendas and networks and applying for grants. We are committed to continuing to provide a strong community of support to Indigenous, racialized, queer, trans and disabled faculty who are particularly marginalized within the academy.

Deliverables: Grant applications among junior scholars, Kickstarter grants for emerging and post-doctoral scholars, if funding from the VPRI office allows, and featuring the work of early career, postdoctoral scholars and graduate students in "Feminisms in Focus" and supporting events initiated by early career scholars, post-doctoral and graduate students.

Evaluation metrics: At least two junior scholar grant applications per year; featuring at least one early career scholar and one graduate student in "Feminisms in Focus per

year” (or about 1/4 to 1/3 of profiles or authorship of articles on average), and supporting events (about ¼ to 1/3 of all events, on average).

## 7. Added Value

The CFR’s added value is significant, for those who value feminist research and research from LGBTQ+ perspectives. We have a special relationship with the School of Gender, Sexuality and Women’s Studies, but we are the only university-wide unit that supports feminist research, across all faculties. We are the only unit at York University able to coordinate and support feminist outreach across the university. This ensures that feminist researchers in any given faculty are supported, given visibility across the university as a whole, and can collaborate across faculties.

We support pan-university feminist scholarship through our inter-faculty research clusters; through our events, which draw on all faculties and which are open to all York University faculty, students and community members; through our “Feminisms in Focus” features, including faculty and often graduate students, written by faculty, graduate and undergraduate students; through our support for grant writing and post-grant awards; and we reach out beyond the university through our support to post-doctoral scholars, visiting scholars and, since the concluding Charter, artists and activists in residence.

The School of Gender, Sexuality and Women’s Studies does an excellent job of supporting its own faculty and students, but it cannot replicate our outreach and support for feminists across all faculties and campuses, in these research support and knowledge-mobilization areas.

## 8. Resource Commitments

The VPRI office will support the CFR with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Centre is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, human resource management, research project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director’s course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$40,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, CFR will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CFR.<sup>2</sup> However, as CFR continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding CFR receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to CFR meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

## 9. Commitment to DEDI in ORU Membership and Activities

The Centre for Feminist Research will continue its strong commitments to anti-racist, Indigenous and LGBTQ+ feminisms. Our “Feminisms in Focus” series will strongly feature feminists speaking from Black feminist, Indigenous, decolonial anti-racist, disability advocacy, and LGBTQ+ standpoints about their research, artworks, workshops and talks ([www. https://www.yorku.ca/cfr/feminisms-in-focus/](https://www.yorku.ca/cfr/feminisms-in-focus/)), so showcasing these voices as central and vital to gender justice. Racialized, Black and Indigenous undergraduate students will ideally author some of these interviews, guided by the Director of the CFR in crafting questions and editing transcripts.

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<sup>2</sup> See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>



In adjudicating visiting scholars, preference will be given to racialized, Indigenous, or LGBTQ+ intellectuals, especially those bringing anti-racist, Indigenous, Black and LGBTQ+ perspectives and global South perspectives to their scholarship.

Grant-writing support for the CFR will be preferentially offered to racialized, Indigenous, or LGBTQ+ intellectuals, especially those bringing anti-racist, Indigenous, Black and LGBTQ+ perspectives and global South perspectives to their scholarship. Outreach to early career scholars doing this work will be an important part of CFR activities.

In another indication of our support for DEDI, the CFR will continue as a member of the Accelerating Accessibility Coalition, which aims to create a more accessible Canada, especially for wheelchair users (see our “Feminist Dispatch” about an AAC event here: <https://www.yorku.ca/cfr/accessibility-is-innovation-creating-inclusive-spaces-for-all/>).

Through these activities, we will align our resources – our labour power, our event-by-event fundraising, our support for lectures, panels and workshops – to support our anti-racist, feminist, LGBTQ+ and decolonizing commitments.

## 10. Appendices

### Appendix A – Proposed Members of the Executive Committee

Current members (if applicable) (name/title/affiliation)	Proposed members (name/title/affiliation)
Alison Crosby, Associate Professor, Faculty of Liberal Arts and Professional Studies *automatic as Chair of the School of Gender, Sexuality and Women's Studies	Chair of the School of Gender, Sexuality and Women's Studies
Patricia Woods, Associate Professor, Environmental and Urban Change *automatic as Graduate Programme Director of Gender, Feminist and Women's Studies	Graduate Programme Director of Gender, Feminist and Women's Studies
Wendy Wong, Professor, Arts, Faculty of Performance, Media and Design	Member of the Executive Committee through 2024-2025
Maleknaz Nayebi, Assistant Professor, Lassonde School of Engineering	Member of the Executive Committee through 2024-2025
Enakshi Dua, Professor, Faculty of Liberal Arts and Professional Studies	Member of the Executive of the Committee through 2024-2025
Julie Vig, Assistant Professor, Faculty of Liberal Arts and Professional Studies	Open call to CFR community
Emilia Nielsen, Associate Professor, Faculty of Liberal Arts and Professional Studies	Open Call to CFR community
Jessica Braimoh, Assistant Professor, Faculty of Liberal Arts and Professional Studies	Open Call to CFR community
2 graduate student reps to be decided (candidacy closed, decision to be made by the Executive)	Open Call to CFR community

Appendix B – Proposed Members of the Advisory Committee

\*the advisory committee is not currently active; the proposal is to have one faculty representative from each participating faculty, to encourage communication between the CFR and these faculties eg. 1-2 times a year, ensuring invitations from the CFR go out but this is a suggestion not a binding recommendation on the incoming Director

Faculty member of Liberal Arts and Professional Studies or designate
Faculty member, Faculty of Graduate Studies
Faculty member, School of Arts, Media, Performance and Design (AMDP)
Faculty member, Faculty of Health
Faculty member, Faculty of Education
Faculty member, Osgoode Hall Law School
Faculty member, Environmental and Urban Change
Faculty member, Glendon

## Terms and Expectations 2024 – 2029 Charter

### The Israel and Golda Koschitzky Centre for Jewish Studies

#### Institutional ORU

##### 1. Mandate

The Israel and Golda Koschitzky Centre for Jewish Studies occupies a unique place within York University and across North America. In addition to its ORU mandate as a centre for cutting-edge research and dissemination on the broad range of Jewish Studies, the Centre also oversees a graduate diploma program and a program in Jewish Teacher Education; maintains close relations with the B.A. program in Jewish Studies; and plays an important role as a liaison between York and the broader non-academic community.

##### 2. Lead Faculty

As the lead Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of KCJS in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in KCJS, supplying a decanal representative to serve as Vice-Chair on its Board, and participating in the selection and approval of Directors for KCJS as warranted. The lead Faculty further agrees to integrate KCJS objectives into their strategic research planning and to champion the development of KCJS as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of KCJS will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

##### 3. Participating Faculties

As Participating Faculties, the Faculty of Education (Education) agrees to play a supportive role in promoting the development of KCJS and to provide a representative to its Board.

#### 4. Board

The Board for KCJS has the responsibility of oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion KCJS with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting KCJS achieve its objectives. Composition of the Board for KCJS will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Vice-Chair)
- c. Dean (or designate), Faculty of Education

#### 5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will chair and facilitate an ORU Director search committee and appoint a Director based on the recommendation of the committee with the concurrence of the Dean of the candidate. Director terms are typically five years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every five years.

#### 6. Objectives and Expectations, 2024-2029

*General nature of the research program to be pursued through the ORU.*

KCJS will continue its interdisciplinary research program in diverse areas of Jewish Studies that build upon the strengths of its core members and affiliates. These areas include, but are not limited to, Canadian Jewish Studies, Jewish literature, Jewish History (ancient, medieval, modern), Holocaust and Antisemitism Studies, Yiddish Studies, Jewish music, the sociology of contemporary Jewry, and Jewish-gentile relations.

##### *Proposed Research Program*

KCJS scholars will continue their work in their individual areas of specialization in preparation for their publication, chiefly as articles in peer-reviewed journals and as monographs.

KCJS already has a well-established tradition of international collaboration in the area of research and publications. In the coming years, this collaboration will be deepened through not only international conferences in areas such as Yiddish culture, Bible, and

medieval Jewish history that will result in edited volumes, but through symposia about antisemitism in cooperation with partners in Israel, Germany, and the UK. Plans are in progress for additional volumes to supplement Kalman Weiser's highly successful co-edited volume, *Key Concepts in the Study of Antisemitism*. Monographs are also anticipated by KCJS members Weiser, Herman, and Power within the next 1-3 years.

At a national level, KCJS will also begin working together with the University of Toronto's new Laboratory for the Study of Antisemitism, which aims to become a hub for the collection of data and the production of scholarship about antisemitism. This collaboration represents a natural synergy with KCJS, which is already an established leader in the study of Canadian Jewry and has made significant contributions to the field of Antisemitism and Holocaust Studies. It will ideally also take advantage of a new Chair in Contemporary Jewish Communities that has recently been approved by the York's administration and for which KCJS hopes soon to begin a fundraising campaign. The position, which will bring a social scientist who specializes in the comparative study of diasporic Jewish communities to York, will contribute not only to the study of antisemitism but to KCJS becoming a powerhouse in research about social issues affecting contemporary Canadian Jewry.

KCJS also aspires to create one or more post-doctoral fellowships that will help to broaden its scholarship in multiple areas and strengthen its position nationally and internationally as a centre for the study of contemporary Jewish life in Canada and other diasporic communities. KCJS is already the home of *Journal Canadian Jewish Studies/Études Juives Canadiennes*. It will soon also become the host of the Association for Canadian Jewish Studies, as well, helping to promote research in this field and to increase KCJS' hosting of symposia and book launches in it.

#### *Anticipated Sources of External Funding*

The primary source of external funding will continue to be SSHRC/Tri-Council grants. KCJS will continue, however, to seek money from donors to fund one or more post-docs, graduate fellowships, and – most importantly – a new Chair in Contemporary Jewish Communities. KCJS scholars will also be encouraged to apply for grants outside of Canada such as the Guggenheim Fellowship.

As has been made clear elsewhere in recharting documents, KCJS faces an imminent crisis when four of its core Jewish Studies faculty members retire within the next 5 years. Simply put, if they are not replaced, the Centre will not be able to continue its current level of productivity and may not even be able to host a Jewish Studies Graduate Diploma or Jewish Teachers Education Program, let alone an undergraduate program. In the absence of a vibrant Centre for Jewish Studies, not only will the university be

deprived of a valuable resource, York's image will be tarnished in the Toronto community, which can have a severe impact on the ability of the university to draw students and donors. It is therefore paramount that KCJS raise money for additional positions in multiple fields.

Given the challenge of raising several million dollars for a single new position, KCJS requests that VPRI assign an Advancement officer to work intensely with KCJS until sufficient money is raised for a Chair in Contemporary Jewish Communities. It also requests that VPRI provide much needed assistance with communications to the KCJS administrative coordinator. Providing KCJS with this help will be invaluable for achieving KCJS' goal of raising money for a first chair and then lay the basis for it to proceed with creating additional positions.

#### *Plan for Enhancing the Training Environment*

KCJS members will be encouraged to make greater use of the DARE and RAY programs to hire undergraduate students as research assistants and to emphasize graduate student training in their SSHRC-funded projects. As was the case with the Summer Institute for the Study of Antisemitism, graduate students will not only be mentored in producing research in SSHRC-funded projects but will also be invited to present their findings in appropriate settings and guided in their publication. Further, KCJS will continue its research workshops in which graduate students are invited to participate.

#### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization.*

KCJS will continue to facilitate the publication of books, articles, and other forms of knowledge by offering research, travel, and publishing subsidies. KCJS is also the home of the *Journal Canadian Jewish Studies/Études Juives Canadiennes*, which is the chief vehicle for the dissemination of scholarship in this field. International symposiums, including one about medieval texts and the digital humanities, are being planned. With money provided by a grant to study and combat antisemitism and racism, KCJS will also resume a study trip that brings students to Holocaust sites in Germany and Poland as well as continue its work to disseminate knowledge about antisemitism such as through the Summer Institute for the Study of Antisemitism and the publication of additional volumes for use in instruction about antisemitism.

KCJS will also continue its active lineup of public events that contribute to the dissemination of knowledge to a broad audience inside and outside the academic community. This includes regular talks by York and invited non-York scholars that are held both on campus and online (including the annual Wolinsky Lectures in Jewish Education and Culture). KCJS will also continue its collaboration with the Toronto Committee for Yiddish as well as expand its collaboration with the Toronto Holocaust

Museum and the Centre for Jewish Studies at the University of Toronto. Further, it will continue to organize lecture series at local synagogues and other venues that feature its members as experts in various fields.

#### *ORU Data Management Plan*

Since most KCJS members engage in areas of research that do not involve the manipulation or storage of large data sets, KCJS does not provide assistance in this area.

#### *Expectations, Projected Deliverables and Evaluation Metrics*

It has been extremely difficult for KCJS to function since the 7 October 2023 attack by Hamas on Israel. KCJS leadership and the coordinator spent most of their time in subsequent months dealing with a variety of issues arising from the ensuing war. These include responding to heightened antisemitism, addressing student and faculty security concerns, caring for the emotional needs of students and colleagues, assisting students and colleagues located in a war zone, engaging in community relations, etc. KCJS faculty members in general experienced tremendous stress, fatigue, and burnout. Few public events were held, grant applications submitted, etc. in the first semester. While things began to pick up by February, overall productivity – as measured by the usual evaluation metrics - declined markedly in 2023-24. We hope for better times in the future but are wary that our expectations for future productivity may prove inaccurate, particularly if KCJS or its members become the subject of harassment and/or boycotts. The emotional and time cost inflicted upon KCJS members is simply impossible to predict at this time.

If all goes well, in the years 2025-26 alone, KCJS anticipates the publication of 3 monographs by its members. It also expects numerous articles to appear in top-level journals, several edited volumes, and further monographs to appear in the next five years. Additionally, conferences in the field of Canadian Jewish history and Yiddish Studies are being planned, which should result in conference volumes.

Beyond publications, KCJS will continue to host conferences by the Canadian Society for Jewish Studies, the Midwest Jewish Studies Association, and the National Association of Professors of Hebrew. It will also host webinars on a variety of topics (often in collaboration with other ORUs), book launches, its annual Wolinsky Lectures in Jewish Life and Education, and the Sound & Sense series of Jewish music concerts. KCJS is also working on a plan to revitalize the Jewish Teachers Education Program in order to ensure that it remains sustainable in the coming years as the Jewish Studies faculty component declines and the landscape for hiring in Jewish schools changes.



## 7. Added Value

KCJS is one of the first and largest Centres for Jewish Studies in North America. It is known for its busy schedule of publications, symposia and conferences, and public events, as well as its administration of the Jewish Teacher Education program and the Graduate Diploma in Jewish Studies. Beyond these contributions, its added value stems from its outreach to the Toronto Jewish community, its reputation for research excellence and expertise about Jewish life and society for the broad university community, and its role as a representative of Jewish perspectives to the administration and to the larger Toronto community.

KCJS faculty have done much to improve York's reputation in the Toronto Jewish community, including tone-setting with community organizations, through their diverse activities, and their efforts to dispel dangerous misconceptions about York University being an environment more hostile to Jews than at other universities. In particular, KCJS' synagogue speaker series, which brings three to four KCJS scholars to local congregations to deliver lectures in their areas of expertise over the course of successive weeks, has done much to make the broader Toronto Jewish community more familiar with Jewish scholarship and life at York and to provide a counter-narrative to that offered by forces that seek to vilify the university.

The value of KCJS scholars in providing a sympathetic, "human face" to York university in encounters with the public cannot be overestimated. Nor can the Centre directors' work with members of the KCJS External Advisory Committee, many of whom are established donors to the university who may be persuaded to contribute beyond Jewish Studies to other causes at York such as the development of its Markham campus.

At the same time, KCJS scholars consult with the administration to help in its efforts to curb antisemitism and other forms of hatred, as well as to protect students and faculty. They also speak to the media when appropriate to provide accurate information about Jewish life on campus and to promote a positive image for York. Since October 2023, these voluntary efforts have proven a tremendous drain on the time, energy, and emotional reserves of KCJS members, particularly its directors Professors Weiser and Koffman and on Dr. Randal Schnoor. Dr. Schnoor has done pioneering work as the mentor for the student organization *Bridging the Gap*, which brings Israeli and Palestinian students together to humanize each other and to engage in civil discourse. Nonetheless, despite these difficulties, the benefits of this work are abundantly clear and it will be continued in the future.

## 8. Resource Commitments

The Office of the VPRI will ensure KCJS has access to core operating resources throughout the Charter term from its endowment, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement.

VPRI will ensure that KCJS has access to funding to support a part time Coordinator throughout the term, should its own resources fall short. Any financial support provided for core operating resources must be used whenever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, KCJS will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through KCJS.<sup>1</sup> However, as KCJS continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support for every \$2 of net new overhead funding KCJS receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to KCJS meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Note: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

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<sup>1</sup> See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

## 9. Commitment to DEDI in ORU Membership and Activities

KCJS members take DEDI quite seriously. They contributed to the drafting of York DEDI literature in order to make sure that antisemitism, Islamophobia, and discrimination against differentially abled persons be included in it.

KCJS will continue its efforts to recruit a more diverse faculty among its membership, to promote programs that are inclusive of the experience of a wider variety of Jews (particularly MENA and Black Jews), and to foster relationships with ORUs whose mandate focuses on the experience of racialized minorities and other discriminated groups. Most recently, KCJS has held events about Jews of Colour and about the shared origins of antisemitism and anti-Black racism (co-sponsored by the Harriet Tubman Institute). It has also hosted a faculty learning session about hate speech and the law. KCJS faculty also regularly teach courses about antisemitism, Islamophobia, and the Holocaust. Finally, a KCJS member (Randal Schnoor) serves as a faculty mentor for *Bridging the Gap*, a student-led organization whose purpose is to unite Jewish Israeli and Palestinian Arab students for civil and meaningful conversations about their painful differences.

## 10. Appendices

### Appendix A – Proposed Members of the Executive Committee

Keith 'Kalman' Weiser, Director, KCJS

David S. Koffman, Associate Director, KCJS

Sara R. Horowitz, Graduate Diploma Coordinator, KCJS

Laura Wiseman, Koschitzky Family Chair in Jewish Teacher Education

Susan Warwick, Interim Chair, Department of Humanities

Stephen J. Brooke, Chair, Department of History

### Appendix B – Proposed Members of the Advisory Committee

Keith 'Kalman' Weiser, Director, KCJS

Amira Dan, Donor, Graduate

Daniel Held, Graduate, Community Leader

Israel Mida, Donor

Leslie Gales, Donor

Martin Goldfarb, Donor

Yedidia Koschitzky, Graduate, Potential Donor

Martin Rochweg, Donor

Esther Sarick, Donor

Randy Shiff, Donor

Allan Weinbaum, Donor, Chair

## Terms and Expectations 2024-2029 Charter

### Global Labour Research Centre (GLRC) Faculty-Based ORU

#### **1. Mandate**

The Global Labour Research Centre (GLRC) engages in the study of work, employment and labour, organizing its activities around: the impact of the changing nature of work and employment on labour rights; interrelationships between migration, citizenship and work; gender relations in work and labour movements; the revitalization of workers' movements; and work and health. The GLRC is a hub for pan-university collaboration with a community engagement model that encompasses a range of labour and community partners.

#### **2. Lead Faculty**

As the sponsoring Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the GLRC in collaboration with the Office of the Vice-President, Research & Innovation (VPRI). This support includes promoting membership in GLRC, supplying a decanal representative to serve as Chair of its Board, coordinating annual meetings of the Board, and facilitating selection and approval of Directors for GLRC as warranted. The Faculty of LA&PS further agrees to integrate GLRC objectives into its strategic research planning and to champion the development of GLRC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of GLRC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

#### **3. Participating Faculty**

As a Participating Faculty, Osgoode Hall Law School agrees to play a supportive role in promoting the development of the GLRC and to provide a representative to its Board.

#### 4. Board

The Board for GLRC has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion GLRC with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting GLRC achieve its objectives. Composition of the Board for GLRC will be as follows:

- a. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Chair)
- b. Vice-President Research & Innovation (or designate) (Vice-Chair)
- c. Dean (or designate), Osgoode Hall Law School
- d. Director, GLRC (ex officio, non voting)
- e. Director, Research and Partnerships, LA&PS (ex officio, non voting)

The Board may consult with the Executive Committee, the Advisory Committee, or other governance bodies established by GLRC but is not intended to replace or take over the functions of those bodies.

#### 5. Directorship

LA&PS will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, normally, a Director or Co-Directors for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

#### 6. Objectives and Expectations for 2024-2029

*General nature of the research program to be pursued through the ORU*

With a focus on broad and open-ended understandings of work and labour, including “global labour” and “labour research”, the GLRC’s research program aims to confront the major challenges and injustices encountered by workers, families and communities within the global economy. Additionally, the GLRC will extend the existing community engagement model to prioritize both the theory-action relationship as well as worker and social movement praxis for social transformation. The Centre’s social action-oriented agenda is concerned with production of research and advocacy for social transformation as a way of sharpening the Centre’s role as a locus for collaborative, inclusive and community-engaged research. The GLRC will pursue concrete ways to deepen pan-university engagement by seeking to enhance opportunities for

collaboration amongst faculty, students, and communities and to develop and fortify global linkages of research institutes and centres in the common project of labour studies, placing particular focus on worker education. To this end, the Centre will pursue research collaborations with global partners and will remain open to other focus areas for collaborative research partnerships in the global South and elsewhere.

### *Proposed Research Program: Strategic Themes*

The GLRC is organized thematically around the study of work, labour and livelihoods in relation to: (a) activist knowledge production; (b) climate action and environmental justice; (c) colonialism and decolonization; (d) health crises, epidemics and pandemics; (e) artificial intelligence and platform technologies; and (f) law, rights, regulation and governance.

#### *(a) Movements + Activists/Scholars*

The 'Movements + Activists/Scholars' initiative aims to account for the learning and action strategies needed to respond to the challenges presented by the shifting nature of work, labour and livelihoods globally. The GLRC will prioritize the 'intellectual lives' of labour and social movements, building initiatives such as a worker education incubator, strengthening global connections between research institutes and centres focused on labour studies with a particular interest in worker education, and providing learning pathways for labour educators, students and workers.

Work under this theme will include The Worker Education Incubator, which will expand spaces for worker education by bringing together work and social justice organizers and labour educators within trade unions, workers' collectives, centres, and community unions to support the development of worker education. A key objective is to hold space in academia for 'learning activism', including worker and wider community activism, and scholar-activism. It will build on experiential knowledge and incidental, informal and non-formal learning amongst workers, drawing on global historical models and pedagogies for doing worker education. The Incubator will offer learning and training opportunities and pathways for labour educators and students, will provide opportunities for research dissemination of GLRC Associates amongst labour and social movement actors, and will strive to generate outcomes around the expansion of the capabilities of participants to engage in organizing and advocacy. A SSHRC Partnership Development Grant has been secured in late 2023 to initiate the project (PI Katherine

Nastovski; Co-PI Adrian Smith) with the ultimate aim of securing a SSHRC Partnership Grant to scale up the initiative.

A second component of work under this theme will include efforts to foster collaboration across ORUs who share a commitment to providing space and opportunities for the development of critical and radical theory. The research focus will be to incorporate the growing body of research and scholarship aimed at defending the place and importance of critical and radical theories of dissent in public discourse. A key aspect of this is to keep open space for the proliferation of new research and thinking in critical and radical theory pertinent to the livelihoods of workers and wider communities, and for the dissemination of said research through public talks, events and meetings.

*(b) Climate Action and Environmental Justice*

The Climate Action and Environmental Justice theme will deepen the Centre's existing commitments to climate research and action. The evolving focus on impacts of climate change on work, labour and livelihoods includes climate action and mitigation strategies. It will attend to growing social upheavals stemming from climate change, including consideration of the distributional effects of mitigation strategies. From 'green jobs' initiatives to the deep and continuing social impacts of resource extraction on Indigenous communities and others, to land defense, the GLRC will prioritize the climate crisis and considerations of decarbonization and a "just transition" to a low-carbon global economy.

A key activity organized under this theme will aim to draw together researchers in a multi-year cross-disciplinary speaker series to address questions related to work, labour and livelihoods in the face of accelerating climate change, environmental crisis, and with a view to established accounts of environmental justice. In other words, the Centre will aim to take up the climate emergency while avoiding leaving behind existing and entrenched social and environmental vulnerabilities and collective struggles of environmental justice.

*(c) Colonialism's Ongoing Work, Labour & Livelihoods*

The Centre will extend and contextualize member research on immigration status, migrant labour, supply chains and cross-border relations within the ongoing legacies of colonialism and global capitalist development. In doing so, the Centre will provide opportunities for consideration of entanglements of migration with indigeneity, gender,



racialization, sexualities, abilities, and class formations, encouraging reflection upon how these are produced in and through colonialism and the national state to shape work, labour and livelihoods. This will occur in two key respects.

First, building on existing relationships with labour unions, the GLRC will pursue opportunities to host challenging and difficult conversations about labour union strategies to address social inequities and injustices surrounding Indigeneity, im/migration and racism. In doing so, the Centre will encourage conversations within labour unions about how the insights might be infused within existing union practices. The GLRC will work to develop a forum for internal reflection within labour unions on collective bargaining and other processes and strategies of engagement in relation to confronting Indigenous self-determination, settler colonialism and racism. The aim will be to invoke commitments to push further on decolonization through labour union work, supporting existing labour union partners and striving to bring new ones into the GLRC fold.

Second, a defining aspect of this work will be to highlight the role of the Canadian state in the re/production of “unfree labour” locally and elsewhere. The GLRC will provide intellectual space for the burgeoning global scholarly discussion around “unfree labour” and the utility of other framings (e.g., forced labour, contemporary slavery, labour trafficking, indentureship, precarity, pliability). Working in collaboration with Justicia (Justice) For Migrant Workers, the Centre will convene a speaker series organized around situating temporary labour migration programs within broader histories of colonialism and global capitalism. The series will draw together researchers and organizers in ongoing dialogue and will be designed to be responsive to the interest and needs of worker organizers in supporting worker advocacy and self-activity or self-organizing. Special emphasis will be placed on workers in the global food chain, with everyday experience of migrant farm workers as a particular point of inflection. The series will open opportunities to expand and formalize linkages amongst organizers, activists, and researchers.

#### *(d) Health: Crises, Epidemics and Pandemics*

Building on the GLRC’s longstanding emphasis on research oriented around health and healthcare workers, the Centre will maintain its work on the impacts of COVID-19 on the world of work with the aim of supporting preparations for future global health crises. The GLRC will preserve its online COVID-19 project ensuring it remains openly available

during the charter period. The COVID project is a large repository that serves as a model for the kind of research responsiveness called for in the moment of public health crises. It is a digital database of information for and about workers relating to the shifting impacts on economic and social engagement including the effects of policy responses in the early pandemic moment. The resources in the database tell the unfolding stories of COVID-19 and working lives, including not only paid employment but also informal and unpaid work, caregiving, piece work, sex work, and the administrative and emotional management of households. By drawing many threads together in one place, the hope is that the repository will facilitate ongoing research as well as open new avenues for inquiry.

*(e) Work Against Automation & Technology*

The GLRC is well-positioned to assume a prominent role in cutting-edge investigation of the complex social impacts of, and collective responses technological change in relation to work, labour and livelihoods. In this regard, the Centre's activities under this theme will situate ongoing developments in technological systems—machinery and automation, digital and other emerging technologies—within a social context in which collective action and worker agency are seen to be not simply pertinent but in fact consequential. In this charter period, the GLRC will work to consolidate the research interests of scholars, students and others in York University and beyond in an interdisciplinary space rooted in an understanding of the fundamental and irreducible social character of technology. In particular, the Centre will provide concrete opportunities for community consideration of the counter-histories and struggles against automation and technology. These initiatives will unfold in relation to subthemes of: (i) 'Artificial Intelligence and Platform Technologies'; and (ii) 'Algorithmic Work, Labour & Livelihoods'.

The GLRC will also bring together scholars, workers and others to speak to wider trends. With a view to how technological developments have restructured social life, and work, labour and livelihoods in particular, the GLRC will seize upon its interdisciplinary positioning to assemble thinkers to investigate the social whole in regard to the relationships between technology and work. The GLRC also offers great potential in integrating the traditional research fields of AI in the 'natural' sciences with research insights from sociology, law, business, applied ethics, among others, in the study of the normative social dimensions of algorithmic livelihoods. The GLRC will provide space to also explore collective resistance to the latest AI and platform technologies, while remaining cognizant of prior historical challenges to the introduction of machinery and

automation, recognizing too that the study of AI is not new and has itself unfolded over some six decades. The GLRC is particularly well situated to encourage consideration of the impacts of AI and platform technologies in mediating social interactions and relations, tackling normative considerations beyond consumer-oriented interventions, ones that do not simply rest with the consumer but in fact extend to experiences of work and how its astonishing modularity across time, space and socio-economic contexts relates to developments in emerging technologies.

*(f) Law, Rights, Regulation and Governance*

The GLRC's entrenched thematic focus on rights will be revamped through a re-examination of its "Know Your Rights" initiative launched in 2010. While the initiative has provided concrete and accessible, general legal information about a variety of workplace issues, the GLRC will push to deepen, widen and ultimately reorient these aims. The Centre will broaden the formulation of the "Know Your Rights" initiative beyond a rights framing to considerations of law, regulation and governance. Emphasis will be placed on developing resources and workshops that account for the intricate ways in which law and legal relations are infused in work, labour and livelihoods, moving away from individualized formulations of worker advocacy and justice to better align with the collective action commitments of worker and social movements. Resources and workshops developed during the current charter period will account for the richly textured nature of current critical legal scholarship, thickening understandings of law and turning the emphasis toward workers' experiential knowledge and collective action. A primary deliverable will be the production of a handbook on law and worker organizing, with an evolving set of materials for use in workshop settings.

This work will draw on legal scholars, and on an 'untapped' segment of the York University student population by presenting opportunities for York students studying law, whether in professional degree programs or the Law and Society program, to contribute to the GLRC's work. Most notably, drawing in students who have completed one of Osgoode Hall Law School's social justice clinical intensive programs, such as the Poverty Law Intensive Program, which includes students with interests in workers' rights and related areas such as immigration law and social assistance, will provide an outlet for their legal clinical-experiential knowledge.

### *Plan for Enhancing the Training Environment*

The GLRC will hold an annual *Graduate Student Symposium*, which is held over multiple days with an average of 5 graduate student planning committee members, 35 participants, 10 panels, 10 faculty respondents, and a budget of \$10,000 (when held virtually). The GLRC organizes this conference independently, and believes it is an important area to focus its efforts on over the next five years. Returning to an in-person format, adding a plenary or networking component, increasing the number of attendees, and increasing the honoraria paid to students will help ensure the Symposium continues to grow and develop throughout the next charter period.

The GLRC's Worker Education Incubator will provide a unique opportunity for workers. The Incubator will provide learning opportunities for workers, engaging in capacity-building s as a way of supporting worker advocacy and transformative social action.

### *Anticipated Sources of External Funding*

While a majority of external grant funding is anticipated from SSHRC, the Centre plans to diversify knowledge and support capacity and participation in non-SSHRC sources that will add strategic value and help to mitigate risk of overdependence on a narrow set of funding opportunities. As in the past five years, the GLRC will continue to diversify funding sources by exploring opportunities at a provincial and federal level, such as the WSIB Research and Grants Program, and from nonprofit organizations, such as Mitacs. The GLRC will continue to request 3% of funds from supported grants as cost-recovery for Coordinator time.

Beyond research funding, the GLRC will continue to seek donations from relevant labour organizations and external university departments for event expenses, as needed. This fiscal year, the GLRC has initiated a special fundraising initiative to celebrate its 10-year anniversary. With support from LA&PS Advancement, the GLRC will send donation letters and hold meetings with labour-related organizations, with the goal of raising \$10,000 for the 10-year Anniversary Event Series and general operational expenses. The GLRC will use this fundraising initiative as a pilot for fundraising efforts throughout the next charter period.

### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization*

The GLRC will continue knowledge mobilization activities, revamping the “Know Your Rights” project and special initiative hubs, such as Climate Action, Work, and Labour, while exploring new initiatives. Over the course of COVID-19, the Centre prioritized increasing its online presence and will continue to do so while transitioning back to in-person modes of knowledge transfer and mobilization. For example, the GLRC plans to increase the number of in-person events over the next five years to help facilitate more meaningful collaborations and networking between internal and external partners.

Building on its recently redesigned website, the GLRC plans to host an undergraduate student from Glendon in an Experiential Education placement to maintain the website and increase the Centre’s presence and consistency across its social media platforms. This fiscal year, the GLRC has paused its biweekly newsletter as the platform used (Mailchimp) moved to a paid subscription that is beyond the Centre’s financial capacity. The GLRC will consult with the LA&PS Communications & Marketing and Research Support departments to investigate funding opportunities, other newsletter platforms, or other modes for sharing labour-related information with GLRC networks.

### *Expectations, Projected Deliverables, & Evaluation Metrics*

Below is a table that outlines expectations, deliverables, and evaluation metrics for the next five years. Quantifiable metrics are included, though the GLRC aims to acknowledge and prioritize forms of knowledges and evaluation metrics that are qualitative and rooted in decolonization practices. As such, when the evaluation metrics indicate that growth is expected, target numbers are provided as just one example for how growth can occur or be measured.

Activity	Expectations/Deliverables	Evaluation Metrics
<b>Research Funding &amp; Faculty Engagement</b>		
Internal Grants	<ul style="list-style-type: none"> <li>Regularly survey Faculty Associates to assess who is submitting applications and provide support</li> <li>Disseminate information to Faculty Associates regarding internal funding opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit growth from the last charter period (e.g., support more than 7 successful internal funding applications from 2024-2029, with total value exceeding \$450,000)</li> </ul>
External Grants	<ul style="list-style-type: none"> <li>Adrian Smith &amp; Katherine Nastovski to submit SSHRC PEG</li> <li>Regularly survey Faculty Associates to assess who is</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit growth from the last charter period (e.g., support more than 16 successful external funding)</li> </ul>

	<p>submitting applications and provide support</p> <ul style="list-style-type: none"> <li>• Disseminate information to Faculty Associates regarding external funding opportunities</li> <li>• Increase diversity of granting agencies</li> </ul>	<p>applications, (including over 5 from non-SSHRC sources) from 2024-2029, with total value exceeding \$2.1 million)</p>
Cost-Recovery & Overhead	<ul style="list-style-type: none"> <li>• Request 3% cost-recovery or overhead from applications supported, when possible</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., obtain cost-recovery or overhead from over 7 grants from 2024-2029, with total value exceeding \$62,000)</li> </ul>
<b>Membership &amp; Governance</b>		
Executive & Advisory Committees	<ul style="list-style-type: none"> <li>• Maintain regular contact with Committees through email, individual, and group meetings</li> <li>• Host Annual General Meeting, tied to an event when possible</li> <li>• Assess memberships annually to stay aligned with terms stated in Governance document and ensure the ongoing regeneration of leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Hold 2 meetings/year with Executive Committee</li> <li>• Hold 1 AGM/year with Executive &amp; Advisory Committees</li> </ul>
Associates	<ul style="list-style-type: none"> <li>• Promote membership to all research and event collaborators/attendees</li> <li>• Increase engagement with York faculty to gain more Associates in this category</li> <li>• Sub-categorize Associates by research interest to help facilitate collaborations with GLRC and partners (i.e., the list of Associates on the website will become a usable directory of labour scholars)</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., gain over 167 Associates from 2024-2029)</li> </ul>
<b>Collaborative Event Organizing &amp; Hosting</b>		
<i>John Eleen Annual Lecture in Global Labour</i>	<ul style="list-style-type: none"> <li>• Hold annual lecture in-person, when possible</li> <li>• Host speakers from various cities/countries</li> <li>• Diversify lecture topics</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency with last charter period (e.g., host 1 lecture/year)</li> </ul>
Ad-hoc Events Organized/Hosted	<ul style="list-style-type: none"> <li>• Prioritize quality and scale of each event (e.g., hold in-person,</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency and sustainability from last</li> </ul>

	<p>when possible, amplify promotion to increase attendance, diversify event formats, enhance audience engagement)</p> <ul style="list-style-type: none"> <li>• Balance event organization with other key activities of the centre</li> </ul>	<p>charter period (e.g., host 2-3 events/term)</p>
Co-Sponsored Events	<ul style="list-style-type: none"> <li>• Enhance connections with York departments and community partners to increase co-sponsorship requests and allow for reciprocity</li> <li>• Provide donations when possible</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., co-sponsor more than 27 events from 2024-2029)</li> </ul>
Event Fundraising	<ul style="list-style-type: none"> <li>• Submit internal events awards for annual <i>Graduate Student Symposium</i></li> <li>• Fundraise as needed for ad-hoc events</li> </ul>	<ul style="list-style-type: none"> <li>• Receive funding from LA&amp;PS Graduate and Post-Doctoral Research Events Fund, LA&amp;PS Research Events Fund, and VPRI Funding for Scholarly Events and Outreach Activities each year</li> <li>• Meet donation goals of each event to fund any necessary expenses</li> <li>• Raise at least \$10,000 for 10-Year Anniversary Series from labour organizations and law firms</li> </ul>
Event Collaboration	<ul style="list-style-type: none"> <li>• Intensify and diversify collaborations with pre-existing and new partners</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., collaborate with more than 30 York departments and more than 38 community partners from 2024-2029)</li> </ul>
<b>Community Engagement</b>		
Scholars-in-Residence	<ul style="list-style-type: none"> <li>• Diversify national representation of Scholars-in-Residence</li> <li>• Deepen engagement through increased event organizing and research collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., host more than 6 Scholars-in-Residence from 2024-2029)</li> </ul>
Packer Endowment in Social Justice	<ul style="list-style-type: none"> <li>• Director to sit on Packer Advisory Board annually, and will participate in selection of new Packer Visitor</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., collaborate on more than 1 community initiative with</li> </ul>

	<ul style="list-style-type: none"> <li>• Enhance and diversify collaboration with Packer Visitor on community initiative</li> </ul>	the Packer Visitor from 2024-2029)
Research Collaboration	<ul style="list-style-type: none"> <li>• Facilitate collaborations between York faculty and community partners</li> <li>• Develop and lead research projects in consultation with community partners (labour organizations, activist groups, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., lead/support more than 5 research projects with community partners from 2024-2029)</li> </ul>
<b>Student &amp; Postdoctoral Engagement</b>		
Employees	<ul style="list-style-type: none"> <li>• Seek funding to support paid student positions and increase wages annually</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency with last charter period (e.g., hire and supervise 1-2 undergraduate students/year in RAY or Work/Study positions, as needed, and as funds allow)</li> </ul>
Mentorships	<ul style="list-style-type: none"> <li>• Host Experiential Education students to maintain website and catalogue library books</li> <li>• Facilitate DARE proposals by Faculty Associates and supervision of DARE students</li> <li>• Host graduate students employed by other departments (e.g., GAs)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency with last charter period (e.g., engage in one form of student mentorship/year)</li> </ul>
<i>Graduate Student Symposium</i>	<ul style="list-style-type: none"> <li>• Return to in-person format, if possible, with select virtual panels for international participants</li> <li>• Include plenary or social event to facilitate networking and collaboration</li> <li>• Amplify promotion to increase attendance</li> <li>• Increase honoraria of planners and participants</li> <li>• Invite faculty respondent for each session</li> <li>• Seek co-sponsorship from York and external departments</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency with last charter period (host 1 conference/year, with 4-5 graduate student planning committee members and 30-40 participants from Canadian and international universities)</li> </ul>



<i>Working Paper Series</i>	<ul style="list-style-type: none"> <li>• Publish papers from and outside of the <i>Graduate Student Symposium</i></li> <li>• Facilitate faculty review and (paid) peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., publish more than 1 paper from each <i>Graduate Student Symposium/year</i>)</li> </ul>
YUSAPUY Undergraduate Research Award	<ul style="list-style-type: none"> <li>• Seek five-year commitment from YUSAPUY</li> <li>• Diversify selection of award recipients and research proposal topics</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., renew YUSAPUY donation annually to host award once/year)</li> </ul>
<b>Knowledge Mobilization</b>		
<i>Know Your Rights Series</i>	<ul style="list-style-type: none"> <li>• Update and produce new materials as needed</li> <li>• Organize outreach events or workshops</li> <li>• Disseminate materials online and in-person</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency with last charter period (e.g., engage in <i>Know Your Rights</i> series/year by either updating materials or hosting workshops)</li> </ul>
Special Initiative Hubs	<ul style="list-style-type: none"> <li>• Continue developing <i>COVID-19 and the World of Work</i> and <i>Climate Action, Work, and Labour</i> hubs</li> <li>• Solicit blog posts by undergraduate and graduate students, provide editorial feedback, and pay honoraria</li> <li>• Initiate new hubs in response to salient issues, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistency with last charter period (e.g., enhance existing hubs and/or initiate new hubs from 2024-2029)</li> </ul>
Social Media	<ul style="list-style-type: none"> <li>• Maintain relevant social media accounts</li> <li>• Use for promotion of events, announcing GLRC publications, notices regarding achievements of GLRC associates</li> <li>• Maintain regular presence beyond promotion</li> <li>• Track and grow followers each year</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., gain over 766 followers across platforms from 2024-2029)</li> </ul>
Newsletter/Listserv	<ul style="list-style-type: none"> <li>• Maintain email Listserv for promotion of events, publications, and achievements of GLRC associates</li> <li>• Redesign newsletter and find new platform</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., gain over 226 subscribers from 2024-2029)</li> </ul>
Website	<ul style="list-style-type: none"> <li>• Continue updating website, improving usability and</li> </ul>	<ul style="list-style-type: none"> <li>• Begin tracking web traffic</li> </ul>

	accessibility, staying aligned with AODA and York requirements, with support from student employees	
Space		
Meeting Room & Lounge	<ul style="list-style-type: none"> <li>• Introduce booking system for lounge</li> <li>• Increase bookings for meeting room</li> <li>• Promote space to York members and community partners</li> <li>• Set up temporary office/computer space in lounge</li> <li>• Host small networking events</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit growth from the last charter period (e.g., have over 44 meeting room bookings/year)</li> </ul>
Library	<ul style="list-style-type: none"> <li>• Organize and catalogue books with support from student</li> <li>• Find space to house books on campus</li> <li>• Donate books as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Host usable library/archive for GLRC members</li> </ul>

*ORU Data Management Plan*

The GLRC does not store the research data of Associates whose grants are run through the Centre, therefore, the Tri-Agency Research Data Management Policy is not relevant. For these grants, the Centre keeps on file their final proposals, budgets, ORS checklists, and NOAs. The GLRC stores all its files in a OneDrive folder shared only with the GLRC Coordinator and Director. The Centre is currently consulting with LA&PS IT to migrate its files to SharePoint.

7. Added Value

The GLRC will continue to support the work of individual researchers and research teams in multiple capacities:

- Pre-award support: facilitate collaborations with internal and external partners conducting relevant work, help develop and refine research questions, review grant proposals and budgets (i.e., substantive and copy-editing, and determining research expenses and in-kind support).
- Post-award administration: manage budgets, process claim reimbursements, manage payroll for research assistants and contractors.

- Knowledge mobilization: organize and host events, publish research papers, spotlight emerging faculty members, promote work through listserv and social media platforms.

The Centre will also continue to carry out its own research and knowledge mobilization initiatives that have already been shown to inspire and bring together researchers. The Centre provides the primary means by which researchers studying work and labour, and more broadly livelihoods under the new charter, come together under their shared interests. The proposed Worker Education Incubator is an example of a new opportunity for research development, mobilization and dissemination.

Moreover, the activities of the GLRC align with the University's Strategic Research Plan (SRP) and University Academic Plan (UAP), as well as the Research Plan of the Faculty of LA&PS.

First, the GLRC's research strengths intersect with one of the six strengths outlined in the university's SRP:

- Pursuing Justice, Equity, and Sustainability: From Urban Dynamics to Global Challenges: The centre is working to decolonize research, collaborate with and promote voices of Indigenous scholars, and prioritize climate action over the next five years.

The GLRC's strengths are also aligned with areas for growth outlined in the SRP, meaning the Centre already exemplifies leadership in areas York University is hoping to enhance:

- Climate Action for a Sustainable Future: The GLRC initiated the Climate Action, Work, and Labour hub in 2022, and will continue to prioritize research related to climate action and environmental sustainability.
- Digital Cultures and Disruptive Technologies: One of the GLRC's research priorities for 2024-2029 is the effects of digital cultures on work and labour.
- Social Justice, Peace, and Equitable Relations: Labour equity and social justice are core pillars of the GLRC, and a driving force for all work conducted by the Centre.

Second, the GLRC's priorities are aligned with three of the six outlined in the UAP:

- 21<sup>st</sup> Century Learning: The Centre is committed to diversifying its Associates and updating its focus areas and knowledge mobilization activities to align with topical and pressing research topics.
- Advancing Global Engagement: Enhancing the global profile of the *Global Labour Research Centre* is a key priority for the next five years, and will be achieved by partnering with international scholars and research centres on research activities and increasing global representation on the Advisory Committee.
- Working in Partnership: The GLRC highly values collaboration with York departments and community partners for all its research initiatives, and relies on guidance from its Executive and Advisory Committees.

Third, several of the GLRC's principles align with those outlined in the LA&PS Academic Plan:

- Prioritize student learning, excellence, and success: The Centre has a continued commitment to creating work and research opportunities for students to work independently and collaboratively.
- Promote excellence in research: The GLRC is a key figure in LA&PS's commitment to cross-disciplinary research, as the Centre provides research support for members across the university.
- Recognize, value, and support diversity: It is important to the GLRC to enhance connections with equity-seeking groups and provide a platform for activist workers in the community.
- Connect students and faculty scholars to global opportunities: Enhancing its virtual presence has allowed the GLRC to facilitate global connections between York members and international partners.
- Promote access, social justice, and community engagement: The GLRC routinely collaborates with and supports non-profit community partners, and ensures that social justice priorities inform all decision-making processes.

In relation to the ORU landscape at York University, the GLRC has unique characteristics and engages in activities that differentiate it from other ORUs and departments across the university. First, the GLRC is the only LA&PS-based ORU, situating it in the largest and most diverse liberal arts faculty in Canada. The GLRC will offer dedicated services by staff and researchers engaged in labour research who understand the breadth and range of research and funding opportunities available to researchers in the Faculty, and

who can facilitate new connections and collaborations across and outside the university. In terms of applications support, the Centre will provide end-to-end support for grant development, working in collaboration with the LA&PS Research Office with opportunities to leverage multiple internal funding supports. The GLRC will deepen its relationship with the LA&PS Research Office during the current Charter period by better integrating the GLRC Coordinator with Research Office staff and becoming a recognized resource for any research applicants working in labour studies.

## 8. Resource Commitments

### Faculty of LA&PS:

The Faculty of LA&PS is committed to ensuring the Centre has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for the Director or co-Directors; administrative support at the level of 35 hours per week (YUSA Band 11); and an operating budget of \$5,000 per annum.

The GLRC will have access to LA&PS Research Office staff to help advance its research goals. The Centre Coordinator is a member of the LA&PS Research Office team, reporting to the Director, Strategic Research & Partnerships, with access to staff support for grant development, research administration and knowledge mobilization services.

The GLRC Director will be considered eligible to submit to LA&PS internal research program, as may be available in the Faculty, including if their appointment is in another Faculty.

The Faculty will continue to provide space subject to assessing the GLRC's space requirements. The GLRC is located in renovated (2020-2021) space on the 8<sup>th</sup> floor of the North Ross building. This includes dedicated office space for both the Centre Director (N811) and Centre Coordinator (N813), a large meeting room (N815, capacity: 8 persons with video conferencing technology) and small meeting room appropriate for various functions (N816). It will also provide GLRC with access to its professional advancement staff.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of overhead funds to be allocated to the ORU. The Faculty's

allocation of overhead funds to the Centre will use the VPRI model of 75% as a guide for consideration.

However, as GLRC continues to mature, overheads for new projects administered may be expected to be applied to offset Faculty operating cost contributions on a 2:1 ratio – the Faculty will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by the Faculty. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

VPRI:

The VPRI office will ensure GLRC has access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The GLRC is welcome to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

#### 9. Commitment to DEDI in ORU Membership and Activities

We have begun to integrate DEDI commitments into recruitment, striving to produce a diverse leadership and membership. We have consulted key university resources to develop this approach, specifically the DEDI Strategy 2023-2028 and its Strategic Direction on Research and Innovation. Our team composition is the result of centering commitments to equity and diversity in our recruitment practices. There is a growing representation of racialized people in the Executive and Advisory Committees. The GLRC strives for diverse representation as a way of enriching our decision-making processes. In particular, we have added three new racialized members to our Advisory Committee. With respect to our activities, the GLRC adopts an approach to research design and practice consistent with DEDI commitments. We will seek to support projects led by or meaningfully including racialized people.

Projects run through the GLRC will be those that bring out the rich complexities of lived experience, and that adopt a reflexive and open research environment. The new Director, with the support of the Executive Committee, has encouraged the hosting of research

projects that uphold high ethical standards, considering the multiplicity of narratives and perspectives in labour studies. In the Centre's events and knowledge mobilization activities, there is an emphasis on ensuring that the voices being heard are those who are authentically representing their identities and lived experiences. We will continue to invest in fostering the next generation of scholars by creating opportunities for students and emerging researchers.

## 10. Appendices

### Appendix A – Proposed Members of the Executive Committee

Role	Name	Title
Director	Adrian Smith	Associate Professor, Osgoode Hall Law School
Faculty Representative, Outside LA&PS	Fay Faraday	Associate Professor, Osgoode Hall Law School
Faculty Representative, LA&PS	Carlo Fanelli	Associate Professor, Social Science
Faculty Representative, LA&PS	TBD	
Faculty Representative, LA&PS	Hannah Johnston	Assistant Professor, Human Resource Management
Faculty Representative, LA&PS	Katherine Nastovski	Assistant Professor, Social Science Program Coordinator, Work & Labour Studies
Faculty Representative, LA&PS	Kelly Pike	Associate Professor, Human Resource Management
Faculty Representative, LA&PS	TBD	
Faculty Representative, LA&PS	Leah Vosko	Professor, Politics Canada Research Chair in the Political Economy of Gender & Work (Tier 1)
Graduate Student Representative	TBD	
Undergraduate Student Representative	TBD	

## Appendix B – Proposed Members of the Advisory Committee

Title/role, affiliation	Name
Director, GLRC	Adrian Smith
Designate from the GLRC Executive Committee	TBD
Faculty member, appointed to a Labour Studies program	TBD
Faculty member, appointed to a Labour Studies program	TBD
Faculty member, appointed to a Labour Studies program	TBD
Faculty member	TBD
Faculty member	TBD
Faculty member	TBD
Representative from a labour or community-based organization	TBD
Representative from a labour or community-based organization	TBD
Representative from a labour or community-based organization	TBD
Representative from a labour or community-based organization	TBD
Representative from a labour or community-based organization	TBD
Representative from a labour or community-based organization	TBD



## Terms and Expectations 2024 – 2029 Charter

### Institute for Research on Digital Literacies Institutional ORU

#### 1. Mandate

The Institute for Research on Digital Literacies (IRDL) has a broad interdisciplinary mandate to engage and facilitate discussion, information sharing, systematic inquiry, and pedagogic innovation related to digital technologies, digital media, and digital cultures as sites of formal and informal pedagogy and learning. Our goal is to a) respond quickly to changes in technology, media, and culture; b) promote research, scholarship, and pedagogic innovation in a digital age for c) *a just and sustainable world*.

Our mandate aligns with the UAP (2020-2025) core values of:

- Striving for Excellence
- Being progressive, and encouraging open-minded inquiry
- Championing diversity and inclusion by embracing differing perspectives and ways of knowing
- Advancing social justice equity through critical inquiry
- Upholding sustainability

Part of our mandate is to respond quickly to changes. As part of this commitment, we note that we need to update the previous mandate by adding “Clause c) a just and sustainable world” and recalibrating the streams to better reflect emerging technologies and the changing times.

The IRDL mandate aligns with many of the Priorities of Action laid out in the UAP (2020-2025) including:

- a) Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, and revolutionizing how we all learn, think, and create.

- b) Digital inter-connectivity and physical mobility of people generate complexity but also immense possibilities to accelerate collaboration problem solving.
- c) Ethical and moral imperatives of social movements need to inform the academic community as a force for good.

IRDL will continue to cultivate a rich, supportive research environment for its members and its research teams. This support and its value to IRDL membership is proposed along the following lines:

- 1) Connecting researchers at all levels (undergraduates to research chairs) to colleagues both close to home (within IRDL and York University) and farther afield, and to partnered communities (local, extra local, and international);
- 2) Providing structured and stable support for faculty and students. Every year, we run university-wide Pomodoro-style writing workshops that have proven extremely effective to persons at all levels; and
- 3) Providing a venue for in-progress work by both faculty and students to have an outlet in the form of talks, workshops, and roundtables, and to receive feedback and be nurtured to completion.

## 2. Lead Faculty

As co-lead Faculties, the Faculty of Education (Education) and the Faculty of Liberal Arts and Professional Studies (LA&PS) agree, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of IRDL in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in IRDL, supplying a decanal representative to serve as Vice-Chair on its Board, and participating in the selection and approval of Directors for IRDL as warranted. The lead Faculty further agrees to integrate IRDL objectives into their strategic research planning and to champion the development of IRDL as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of IRDL will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs,

undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

### 3. Participating Faculties

As a Participating Faculty, the School of the Arts, Media, Performance and Design (AMPD) agrees to play a supportive role in promoting the development of IRDL and to provide a representative to its Board.

### 4. Board

The Board for IRDL has responsibility of oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion IRDL with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting IRDL achieve its objectives. Composition of the Board for IRDL will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Education (co-Vice-Chair)
- c. Dean (or designate), Faculty of Liberal Arts & Professional Studies (co-Vice-Chair)
- d. Dean (or designate), School of the Arts, Media, Performance and Design

### 5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a new Director based on the recommendation of the departing ORU Director, search committee and with the concurrence of the Dean of the candidate. Director terms are typically five years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every five years.

### 6. Objectives and Expectations, 2024-2029

*General nature of the research program to be pursued through the ORU.*

IRDL membership is united by a commitment to pluralizing and complexifying the study and pedagogy of digital culture and digital literacies by putting into context and

analyzing current realities, notably through a deep understanding of histories, technologies, cultures, and social, political, and economic processes at play. Informed by the perspectives and priorities of communities themselves, our approach to scholarship is:

1. **Interdisciplinary:** We strive to push the boundaries of knowledge production in the study of digital cultures and digital literacies by bringing together researchers of various fields with converging interests, and by creating new productive intersections across disciplinary silos.
2. **Collaborative:** We are deeply committed to a collective and socially responsible production of knowledge, which requires a long-term view to relationship-building as well as a collegial and accountable approach to scholarship.
3. **Critical:** Recognizing that a critical approach is at the centre of our mandate. We are committed to exploring the legacies of colonialism, hetero-patriarchy and white supremacy that are embedded in the digital.

### *Proposed Research Program*

To meet these three goals of the Mandate, the IRDL Director and Stream Leads have re-orientated the research streams to be more reflective of both the new SRP and UAP, and to be reflective of changing times. Each of these streams align with York's longstanding commitment to equity, diversity, inclusion, and social justice. The reach of these streams meets aspects of the six strategic research opportunities. SRP (2023-2028):

SRO #1: Digital cultures and disruptive technologies.

SRO #2: Healthy Communities, Equity and Global Well Being

SRO#3: Indigenous Futurities

SRO #4: Climate Action for a Sustainable Planet

SRO #5: Social Justice, Peace, and Equitable Relations

SRO #6: Inter and Transdisciplinary Research Innovation

### *Anticipated Sources of External Funding*

IRDL will continue to assist members in developing research projects. The Director will be involved in on-going discussions with IRDL members to identify and refine possible

research proposals. The goal is to encourage applications that reflect the breadth of digital scholarship and policy issues related to our existing research clusters and to support emerging areas in digital scholarship, and applications for conferences and workshops. IRDL plans to support three to five external grant applications each year.

#### *Plan for Enhancing the Training Environment*

The Director and Research Stream Leads will continue to identify and mentor graduate students, new faculty, and early career researchers in developing their research agendas, with particular outreach to those from marginalized communities. To a certain extent, mentoring and its benefits resist quantification, but we would consider the frequency of meetings and events as a relevant metric and document: (a) the number of early career scholars and graduates who have had the opportunity to meet with the Director; (b) the number of activities organized for and by early career researchers in particular; (c) the number of research activities in which early career researchers participate; and (d) the number of research grant applications and successful research grants that involve early career researchers.

IRDL will continue to enhance the training and mentoring of graduate students, postdoctoral fellows, and early career researchers by providing opportunities for the training and mentoring of graduate students that range from membership on the IRDL Executive Committee, being employed in research projects housed at IRDL, attending workshops with international scholars, having opportunities to present and publish their work, participating in skills development workshops, and proposing and organizing student-led activities.

Counting the numbers of graduate students involved and documenting the research skills that they develop will measure this. IRDL and our members will continue to attract post-doctoral fellows. We aim to host one post-doctoral student each year.

#### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization.*

IRDL will continue to implement a broad program of dissemination activities annually to assist our Associates in their knowledge mobilization efforts and offer a range of events that enable members of the York community to engage with contemporary feminist issues and research. These activities will include public lectures, workshops, symposia, and conferences that bring scholars with international and national reputations as leaders in their fields to YorkU.

IRDL will also continue to implement a clear communication strategy to communicate the accomplishments of our membership. This strategy will include the use of multimedia tools, such as newsletters, websites, blogs, Facebook, X, videos, and podcasts, measured by the number of subscribers, followers, likes, shares, and hits, as well as attendance to IRDL events.

IRDL will continue to foster a sense of community, mutual support, and collaboration, by building and maintaining a community of students, faculty, and staff, interested in issues of digital literacies. IRDL will continue to run events such as the 3x3x3 Showcase, IRDL open house social events, speaker series, book launches, and the writing workshops, to name a few. We will continue to forge connections with other ORUs, departments, and faculties throughout YorkU. In addition, each year, IRDL will send specific invites to new faculty members whose research interests align with digital literacies. This can be measured by the number of events we hold each year, the number of attendees at each event, and the number of different ORUs departments and faculties that we connect with.

#### *ORU Data Management Plan*

IRDL doesn't hold data beyond each faculty member's own individual research projects. To this end we provide support and guidance to researchers on their data management plans to ensure that they are aligned with the Tri-Agency Research Data Management Policy. But in this mandate, the IRDL Executive and the IRDL Stream Leads will work closely with experts at YorkU to develop an IRDL-specific strategy that meets IRDL's mandate.

In this mandate, IRDL will reach out to the Scott Library to develop a series of information seminars on how to ensure that FAIR (Findable, Accessible, Interoperable, and Reusable) is used as guiding principles for data management.

Once this strategy is established, IRDL will provide guidance through a mentorship program, as well as education opportunities, to train IRDL faculty and graduate students on how to ensure that data is responsibly and securely managed through the entire lifecycle of a project.

In this mandate, IRDL will also sponsor professional development presentations with a focus on best practices for data management, in conjunction with the Library and the

Strategic Management Strategy, to graduate students and faculty. As part of this, IRDL will seek partnerships with other ORU's to deliver these presentations.

Finally, IRDL will support researchers in developing their own Data Management Plans for their research projects.

### *Expectations, Projected Deliverables, and Evaluation Metrics*

1. Support IRDL members Associates in developing individual and collaborative research grant projects.

IRDL will continue to assist members in developing research projects. The Director will be involved in on-going discussions with IRDL members to identify and refine possible research proposals. The goal is to encourage applications that reflect the breadth of digital scholarship and policy issues related to our existing research clusters and to support emerging areas in digital scholarship, and applications for conferences and workshops. IRDL plans to support three to five external grant applications each year.

2. Develop research in cutting edge sub-fields of digital scholarship in which York University has a number of scholars.

Our research program includes four specific research streams that provide opportunities for scholars at York to see themselves as connected to the unit. IRDL continues to make important contributions to critical digital scholarship. IRDL plans to continue to oversee the development of research agendas in these sub-areas, by supporting early career researchers as Stream Leads.

While it is hard to measure some of the benefits that accrue from discussion, debate and the sharing of ideas that leads up to successful scholarship, past evidence at IRDL does suggest that this process builds the base for successful scholarship. Concretely, we will assess how successful each sub-area is in terms of the numbers of scholars involved, the numbers of activities initiated, publicity generated, publications, and research grants submitted, as well as the number of successful externally funded research grants.

3. Strengthening York's community, national, and international reputations as a leader in critical digital research and scholarship

IRDL will continue to support interdisciplinary and collaborative projects, events, and partnerships that enhance our local, national, and international reputation. This will be measured through the quality of exchanges and partnerships developed with other

universities and communities, the number of visiting scholars we host each year, and the number and stature of conferences, workshops, and community events we organize.

We will continue to implement strategies that recognize and promote the achievements of our members, including nominating them for internal and external research awards, profiling their work to transnational audiences, and working to secure a Canada Research Chair, York Research Chair, or support to a hire in an area of strategic importance, e.g. in Indigenous, critical race, queer, trans, critical disability, or transnational scholars on digital literacies.

4. IRDL will continue to support undergraduate students, graduate students, and early career researchers in developing their research profiles and partnerships.

The Director and Research Stream Leads will continue to identify and mentor graduate students, new faculty, and early career researchers in developing their research agendas, with particular outreach to those from marginalized communities. To a certain extent, mentoring and its benefits resist quantification, but we would consider the frequency of meetings and events as a relevant metric and document: (a) the number of early career scholars and graduates who have had the opportunity to meet with the Director; (b) the number of activities organized for and by early career researchers in particular; (c) the number of research activities in which early career researchers participate; and (d) the number of research grant applications and successful research grants that involve early career researchers.

5. Enhancing the training and mentoring of graduate students, postdoctoral fellows, and early career researchers.

IRDL will provide opportunities for the training and mentoring of graduate students that range from membership on the IRDL Executive Committee, being employed in research projects housed at IRDL, attending workshops with international scholars, having opportunities to present and publish their work, participating in skills development workshops, and proposing and organizing student-led activities.

Counting the numbers of graduate students involved and documenting the research skills that they develop will measure this. IRDL and our members will continue to attract post-doctoral fellows. We aim to host one post-doctoral student each year.

6. Enhancing knowledge mobilization, research dissemination, and engagement.



IRDL will continue to implement a broad program of dissemination activities annually to assist our Associates in their knowledge mobilization efforts and offer a range of events that enable members of the York community to engage with contemporary feminist issues and research. These activities will include public lectures, workshops, symposia, and conferences that bring scholars with international and national reputations as leaders in their fields to YorkU.

IRDL will also continue to implement a clear communication strategy to communicate the accomplishments of our membership. This strategy will include the use of multimedia tools, such as newsletters, websites, blogs, Facebook, X, videos, and podcasts, measured by the number of subscribers, followers, likes, shares and hits, as well as attendance to IRDL events.

#### 7. Fostering a sense of community, mutual support, and collaboration.

IRDL will continue to build and maintain a community of students, faculty and staff, interested in issues of digital literacies. IRDL will continue to run events such as the 3x3x3 Showcase, IRDL open house social events, speaker series, book launches, and the writing workshops, to name a few. We will continue to forge connections with other ORUs, departments, and faculties throughout YorkU. In addition, each year, IRDL will send specific invites to newly faculty members whose research interests align with digital literacies. This can be measured by the number of events we hold each year, the number of attendees at each event, and the number of different ORUs departments and faculties that we connect with.

#### 7. Added Value

IRDL's strengths lie in its interdisciplinarity, and how it facilitates collaboration and networking for graduate students, early career scholars, and more established researchers alike. Its supports are all oriented towards maximizing these benefits of working together and sharing ideas across career levels. For instance, a regular feature of the institute's activities is the organization of talks by scholars about their research projects. With the normalization of Zoom-based presentations, we have been able to invite diverse international scholars presenting on the cutting edge of digital literacies, such as organizing in gig work, the use of coding schools to diversify computing, and the digital communities of LGBTQ+ youths. These talks not only bring exciting research to the York community, but they are always headlined by short talks by graduate students, which gives them the opportunity to workshop their work in progress research, meet

more established scholars, and attract the interest of a wider audience. This is just one example of how research excellence, support for colleagues, and networking is centered at IRDL.

IRDL's commitment to interdisciplinary is underscored by the fact that the Stream Leads come from a wide range of departments and faculties. Our executive committee consists of one member from AMDP, 2 members from the Faculty of Education, and one member from LAPS. The Stream Leads compose of one lead from Glendon, one from Faculty of Education, one from Children Childhood and Youth (LAPS) and one from Sociology (LAPS).

IRDL will continue to partner with research units and departments across campus to host events and programs, including the new ORU, ITS, as well as continuing our long relationship with CFR, CJS, YCAR, and Sensorium.

This will be enhanced in this mandate as we will try to forge stronger connections with the Faculty of Engineering, and Faculty of Law. In addition, IRDL is hosting the 2024 conference of the Children and Teen Consumption (CTC) group, for the first time outside of Europe. The CTC is in its 10th iteration and has long associated with Business Schools in Europe, to this end IRDL will try to develop a stronger relationship with the Schulich School of Business.

Finally, IRDL has achieved a greater depth of interdisciplinarity in working with the Digital Justice Research Cluster and will continue to seek opportunities to align with other inter-disciplinary clusters. IRDL will seek to forge a greater connection with the new AI initiatives and the Connected Minds project at the university.

#### Other Benefits

The laddering model of building capacity of undergraduate students, graduate students, early career researchers, and mid-career researchers.

IRDL structures and organizes all events and activities based on a laddering model where IRDL members at each level of expertise, support and mentor those who are less experienced. As part of this strategy IRDL works to make sure that these supports are not behind the scenes, but instead are clearly defined, often with a title, and that Undergraduate and Grad students are compensated, so that they can be captured for

ones CV. This is an extremely important but often overlooked aspect of being part of a research community. For example:

- IRDL runs weekly writing workshops, they are led by on graduate student who is given the title of Writing Workshop coordinator, and is paid a weekly stipend.
- The leads of the research streams mostly non-tenured professors, so they can capture the work they do with IRDL as a title on their CV of Stream Lead.
- The executive leadership team consists of mid and senior career scholars who play more of an advisory role.

### Community Engaged Scholarship

Moving forward, there are numerous opportunities for IRDL to deepen and extend its already very valuable mandate. While it has always been engaged with communities around it, examples include IRDL's long standing relationship with the Jane and Finch Community Research Partnership (JFCRP), Dr. Alison Harvey's research with women in video games community organization, and Dr. Thumlert's work, with Community Musical Schools of Toronto (CMST) Instructor/Faculty Training and Student Workshops at CMST Regent Park and CSMT Jane and Finch (summer 2023).

In addition, in June 2022 IRDL ran a public scholarship series call York U to JF, that trained 12 BIPOC graduate students from across York to present their graduate research to grade 7 classes at Brookview Middle School in the Jane and Finch Community.

This is an area of strength that by necessity should deepen as human entanglements with the digital become more entrenched in our institutions. With the hiring recently of colleagues who have been doing community-engaged scholarship, research creation, and alternate modes of knowledge mobilization there are more opportunities for IRDL to take part in this mode of scholarship and to provide support for students interested in diverse pathways during their studies and beyond.

Current plans include the Black Youth Power to Create development of a one-day conference for high school student on social media creation, in conjunction with Power to Be International, and the Children's Media Lab (TMU) in February 2024.

## 8. Resource Commitments

The VPRI office will support IRDL with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Institute is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, human resource management, research project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$40,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, IRDL will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through IRDL.<sup>1</sup> However, as IRDL continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding IRDL receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to IRDL meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations

and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

## 9. Commitment to DEDI in ORU Membership and Activities

IRDL is “committed to free speech and to ensuring a safe and respectful environment where community members are able to gather and express diverse ideas” (Office of the President <https://www.yorku.ca/president/presidents-initiative-on-open-respectful-dialogue/>). This is embedded in all that we do. IRDL has led and will continue to lead initiatives on protecting students and scholars from harassment for their research and supporting a diversity of scholars on a wide range of research topics.

## 10. Appendices

### Appendix A – Proposed Members of the Executive Committee - Stream Leads

Alison Harvey	Professor, Associate Professor, YorkU-Glendon	Digital Practices
Dr. Natalia Balyasnikova	Assistant Professor, Faculty of Education, YorkU	Digital Literacies and Pedagogies
Dr. Abigail Shabtay	Assistant Professor, LAPS, YorkU	Creativity and Community
Dr. Muyang Li	Assistant Professor, Department of Sociology, YorkU	AI, Surveillance, and Privacy
Mary Grace Lao	PhD Student, Communications & Media, YorkU	Student Representative

### Appendix B – Proposed Members of the Advisory Committee

Dr. Kurt Thumlert	Faculty of Education, YorkU
Dr. Ganaele Langlois	Faculty of Liberal Arts & Professional Studies, YorkU
Dr. Nombuso Dlamini,	Faculty of Education, YorkU
Dr. David Gelb	AMPD, YorkU

<sup>1</sup> See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

## Terms and Expectations 2024 – 2029 Charter

### Mad Studies Hub Institutional ORU

#### 1. Mandate

The Mad Studies Hub (MSH) is an interdisciplinary research hub in mad studies. It supports excellence in social justice-informed programs of research with policy, practice, and pedagogical impact. The Hub fosters the formation of multidisciplinary teams and community-based collaborations, including international partners. The MSH will build intellectual life at York through research, community engagement, and knowledge mobilization with the goal of promoting equity with a central focus on the relationship between oppression and mental health.

#### 2. Lead Faculty

As the lead Faculty, the Faculty of Health (Health) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the MSH in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the MSH, supplying a decanal representative to serve as Vice-Chair on its Board, and participating in the selection and approval of Directors for MSH as warranted. The lead Faculty further agrees to integrate MSH objectives into their strategic research planning and to champion the development of MSH as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of the MSH will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate, and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

#### 3. Participating Faculties

As Participating Faculties, the Faculty of Liberal Arts and Professional Studies (LA&PS), Osgoode Hall Law School (Osgoode) and the Faculty of Education (Education), agree to play a supportive role in promoting the development of MSH and to provide a representative to its Board.

#### 4. Board

- The Board for the MSH has responsibility of oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion MSH with internal and external stakeholders as appropriate and serve as a resource for the Director in assisting the MSH to achieve its objectives. Composition of the Board for MSH will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Health (Vice-Chair)
- c. Dean (or designate), Faculty of Liberal Arts & Professional Studies
- d. Dean (or designate), Faculty of Osgoode Hall Law School
- e. Dean (or designate), Faculty of Education

## 5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically five years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every five years. For the first charter period, the MSH will also have an Associate Director, subject to the same search and appointment conditions above.

## 6. Objectives and Expectations, 2024-2029

*General nature of the research program to be pursued through the ORU.*

The MSH is an interdisciplinary research centre in mad studies. It supports social justice-informed programs of research with policy, practice, and pedagogical impact. The Centre's core mandate is to promote equity with a central focus on the relationship between oppression and mental health. The MSH has five objectives:

1. Supporting excellence in social-justice informed programs of research, including diverse knowledge mobilization activities.
2. Fostering the formation of high performing multidisciplinary teams and community-based collaborations.
3. Influencing policy at multiple levels.
4. Impacting postsecondary pedagogy and professional practice.
5. Mobilizing knowledge via a diverse array of strategies and venues.

### *Proposed Research Program*

Increased awareness of the role of mental health in societal well-being has resulted in unprecedented global attention. Indeed, public conversations about mental health have become ubiquitous, especially since the onset of the COVID-19 pandemic. While there is much debate about the effects of the pandemic on people's mental health, what is clear is that the social, economic, and health inequities that became more publicly visible have worsened in its aftermath. A huge body of evidence attests to the

links between mental well-being and the social determinants of mental health, and yet system responses continue to be dominated by biomedical and clinical interventions that have many limitations. While international standards have moved away from biomedicalism and Canada has made international commitments to uphold human rights in the context of mental health care, too often, system responses are crisis driven and costly, and can lead to coercive and traumatizing interventions, including the unnecessary involvement of police, the burden of which is disproportionately experienced by Black, Indigenous, and people of colour. In this context, critical research, such as that being proposed for the MSH ORU, that is grounded in equity and social justice that can inform policies and practices in mental health and professional training, is critically needed. As a brief sample, the following are some major research questions that the ORU will address during the first charter term:

1. What policies can be created to support a better mental health system?
2. What epistemologies have been excluded from mental health discourse?
3. What short-term and long-term interventions can be deployed to foster inclusion of missing epistemologies?
4. How have psychological concepts emerged over time and how do these shape current understandings of mental health crises?
5. Who is represented in public history and who is involved in producing this knowledge?
6. What can decolonizing and non-western knowledge systems offer to our understanding of mental health?
7. How can mental health be holistically addressed in school settings?

#### *Anticipated Sources of External Funding*

The Financial stability of the MSH ORU will rely on several sources. The primary source is the 28 full members, most of whom have agreed to run their grants through the proposed ORU. Our members have been competitive in receiving Tri-Council funds and in some instances, receiving contracts and funds from government Ministries. We anticipate working to diversify our funding base through pursuing private funding by working closely with Faculty of Health Advancement and by applying for funds through Foundations. Below are some examples of current and projected external funding opportunities.

In the most recent SSHRC Insight competition a member of the MSH ORU Executive, Rachel da Silveira Gorman [PI] was successful (Fall 2023 \$98,720) for the project, *Disability Data Justice from the Ground Up: A Co-Design Approach to Building AI Search Engines and Data Repositories for Local, National, and Transnational Disabled People's Organizations*.



15 MSH members under the co-directorship of Adam & Morrow, are collaboratively designing a program of research for a SSHRC Partnership Grant (projected Stage 2 SSHRC budget of \$2.5M [total of \$4M from all sources]). Stage 1 of the proposal was submitted in February 2024. Three streams of research have now been established; each being led by a team of full members of the MSH. The SSHRC PG will work as a critical catalyst to consolidate mad studies research and support the achievement of the objectives of the MSH during its first charter term and beyond. If successful, the stage 2 application will be prepared and submitted in the fall of 2024. If not successful, a stage 1 application will be resubmitted in February 2025.

Additionally, one of the MSH members (Gillian Parekh) has also submitted a Stage 1 SSHRC PG in the February 2024 competition (*York Research and Data Hub*).

In addition to the SSHRC PG discussed above, below is a small sample of upcoming planned grant opportunities of several of these members, positioning the ORU to become self-sustaining within its first charter period.

- SSHRC Connections Grant (June 2024 \$25,000) *Realizing Human Rights and Social Justice in Mental Health: International Collaborations* (Marina Morrow [PI] with Ibrahim).
- SSHRC Insight Development Grant (October 2024 \$75,000) *Pan-African Approaches to Addressing Psychosocial Disability: A Study of Mad Movements*. (Mohamed Ibrahim [PI] with Morrow).
- SSHRC Insight Development Grant (February 2025 \$75,000) *Madness, Meaning, and Matter: An entangled ethnography*. (Simon Adam [PI] with Morrow).

In terms of additional collaborations that speak to funding sustainability related to knowledge mobilization activities, The [Madness Canada/Folie Canada](#) website, which will work closely with the MSH, is an example. The website represents collaborations among several full members of the MSH and to date, has received \$334,416 in funding from various academic (including Tri-Agency), community, and arts-based grants. The website serves as an archive for histories of mental health as well as a venue to develop and showcase teaching modules out of funded research projects. Thus, the website is well positioned to support many of the knowledge mobilization activities emerging from the MSH.

#### *Plan for Enhancing the Training Environment*

The MSH will have a strong commitment to training and mentoring students and postdocs. We will actively recruit and engage students and postdocs in the research activities of the members' ongoing projects and provide targeted opportunities such as regular research training workshops on issues related to research methodologies, data

analysis, decolonizing epistemologies, and how to engage in innovative knowledge mobilization, etc. We also plan to hold research training workshops engaging graduate students, postdocs, and community-based researchers to build academic/community collaborative research capacity. Given the burgeoning nature of the field, we also plan to develop a graduate diploma in mad studies.

#### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization.*

With the support of York's Knowledge Mobilization (KMb) Unit, the MSH will utilize an integrated knowledge translation strategy to interactively engage researchers, students, and external knowledge users. We detail our plans with respect to this in the table on projected deliverables and evaluations metrics below. A few examples of planned activities include the development of scholarly symposia focused on translating research into concrete strategies for developing equity and human rights informed community-based mental health education, policy, and professional practice. The MSH will also host activities specific to the development of emergent research themes and will host scholars from Black and Indigenous communities for annual lectureships. The establishment of an international mad studies academic/community researcher network, a biennial mad studies conference and the establishment of a peer reviewed mad studies journal will facilitate knowledge mobilization beyond the academy.

#### *ORU Data Management Plan*

In the first charter year, we will develop a data management plan (DMP) with the support of York University Libraries and in consultation with the MSH membership. All data generated by the MSH will be managed by the Director, Associate Director, and Centre Coordinator. This includes the management of data collection and analysis, documentation and metadata, storage and back-up, preservation, ethical and legal compliance, access, and sharing. If any of the people in these roles leave the MSH, their roles and responsibilities will be assumed by the remaining Director and Associate Director. Data will be stored on a secure external hard drive and in OneDrive to allow sharing (where appropriate) among MSH collaborators. File naming and versioning protocols will be established and followed to ensure organization and control of file changes.

The MSH will collect data related to attendee feedback on MSH activities such as symposia, lectures, and other events and other evaluation metrics. Other data may be collected to complete process/program reviews and evaluations, which will also be held to the same standards and guidelines set out in our DMP. Led by the Tri-Agency's FAIR (Findable, Accessible, Interoperable, and Reusable) guiding principles, the MSH will make data publicly accessible where possible, using feedback data to ensure our events and priorities match those of York scholars and community partners.

While the MSH itself will not engage in data collection for the express purposes of research, many full Members have agreed to run their grants with overhead through the MSH. For research projects processed through the MSH, we will ensure an appropriate DMP is in place, with the following points described, as quoted from the Tri-Agency Research Data Management Policy:

- How data will be collected, documented, formatted, protected and preserved;
- How existing datasets will be used and what new data will be created over the course of the research project;
- Whether and how data will be shared; and
- Where data will be deposited.

Following Tri-Agency guidelines, the MSH recognizes Indigenous data sovereignty and where data is collected by and with “First Nations, Metis and Inuit communities, collectives and organizations, these communities, collectives and organizations will guide and ultimately determine how the data are collected, used and preserved, and have the right to repatriate the data.”

**Expectations, Projected Deliverables and Evaluation Metrics**

Below, the MSH’s projected deliverables and evaluation metrics are outlined, under the following 4 categories:

1. Governance, community, DEDI, and financial sustainability;
2. Research development and community engagement;
3. Student recruitment and training; and
4. Knowledge mobilization impacting policy, pedagogy, and practice.

While publications and funding/donations will be tracked as key indicators of performance, what will also be important to track as a metric is the different ‘phases’ of knowledge sharing and generation. Specific examples include: ideas generated, trainees engaged, collaborations (external partners, adoption of new practices/interdisciplinary teams, and number of new research teams, for example), along with public engagement across different classes of MSH membership and MSH composition. Key performance indicators will be developed in the first year of the MSH charter, in consultation with its membership. The tables below outline in more specificity—albeit preliminary—the indicators and their evaluation.

Governance, Community, DEDI, and Financial Sustainability

Expectations	Deliverables	Evaluation Metrics
Diverse sectors engaged with MSH governance, especially the broad representation of people who identify as mad or who represent mad communities.	In year one of the charter, expand the MSH Advisory Committee to ensure broad representation of mad communities, especially organizations that represent BIPoC and LGBTQ2S communities.	Number and diversity of new Advisory Committee members that represent mad communities.
Attain broader university representation.	Increase membership from existing supporting Faculties and solicit membership from new relevant Faculties	Number of new members from supporting faculties and from AMPD and Faculty of Environmental and Urban Change.

<p>Five-year strategic plan for the MSH that includes a DEDI strategy.</p>	<p>and units, including the newly-announced York medical school.</p> <p>Engage the Membership, the Advisory, student and community members in a five-year strategic planning process for the ORU to establish guiding principles and further evaluation metrics. Ensure the plan aligns with University and Faculty level DEDI initiatives/frameworks.</p>	<p>Number of people in attendance at strategic planning process and production of strategic plan. Development of a DEDI strategy for the MSH.</p>
<p>Increase fiscal sustainability.</p>	<p>Work to secure private donations to support specific initiatives (e.g., student awards and visiting fellowships).</p> <p>Undertake and manage externally funded grants including some with unrestricted overheads if feasible.</p>	<p>Track meetings with Advancement and potential external donors and number/size of donations.</p> <p>Number/value of student awards.</p> <p>Annual value of unrestricted overheads.</p>

## Research Development & Community Engagement

Expectations	Deliverables	Evaluation Metrics
<p>Supporting excellence in social-justice informed programs of research, including diverse knowledge mobilization (KMb) activities.</p>	<p>Develop programs of research with a focus on the SSHRC PG clusters (History, Epistemology and Policy &amp; Practice).</p> <p>Develop additional research clusters to expand research that is successful in attracting external funding, including the engagement of medical scholars from the recently-announced York medical school.</p> <p>Consistently submit grant applications supported by research clusters.</p> <p>By year 3, develop a seed grant program to be run through the ORU.</p>	<p>Submit a full SSHRC PG application in Fall of 2024 (following the NOI submission in February 2024). If not successful, resubmit stage 1 PG in February 2025</p> <p>Number of grants awarded and outputs.</p> <p>At least 6 applications submitted by year 3, and 1 per year per cluster thereafter.</p> <p>Seed grant program implemented in year 3 and grants awarded to faculty/students.</p>
<p>Fostering the formation of multidisciplinary teams and community-based collaborations, including international partners.</p> <p>Increase representation of issues related to Black and Indigenous communities.</p>	<p>Establish an international mad studies academic-community-researcher network.</p> <p>Host scholars from Black and Indigenous communities for annual lectureships.</p>	<p>Participants are engaged in the network with diverse geographic and global representation.</p> <p>Number of participants and partnerships established.</p>

## Student Recruitment & Training

Expectations	Deliverables	Evaluation Metrics
Recruit/mentor graduate and postdoctoral trainees.	Bring graduate students and postdocs in on MSH projects, events, and other scholarly initiatives.	Number of students and postdocs recruited/mentored.
Enhance student training.	Host training workshops and symposia for graduate students, postdocs, and community-based researchers.	Host 1 training workshop per year (focus on research and KMb and community engagement). The symposia are well attended, resulting in academic-community research teams and KMb.
Support student and postdoc scholarly activities.	Build students and post docs into grant funding and invite students to develop publications and other scholarly outputs.	Number of student publications and scholarly outputs.

## Knowledge Mobilization, Impacting Policy, Pedagogy, & Practice

Expectations	Deliverables	Evaluation Metrics
Influencing policy at multiple levels.	Engage policy decision makers as research collaborators, advisors, and/or audience.  Deliver roundtable and policy dialogues with policymakers and stakeholders.	Participation of policymakers on research teams and in scholarly symposia events.  Number of roundtables and number of participants.

Expectations	Deliverables	Evaluation Metrics
	Produce policy briefs and plain language reports and summaries.	Track dissemination, number, and uptake of recommendations by policymakers and professional associations.
Impacting postsecondary pedagogy and professional practice.	<p>Propose a graduate diploma in mad studies in year 2 and run it in years 3,4,5.</p> <p>Engage educators and practitioners as research collaborators/advisors.</p> <p>Develop additional teaching modules for the Madness Canada/Folie Canada website.</p> <p>Make recommendations with impact on professional practice and education.</p>	<p>Approval of graduate certificate in mad studies by year 2/3 and stable enrolment in the certificate program every year.</p> <p>Participation of educators and practitioners on research teams (tracking numbers).</p> <p>Uptake of modules by post-secondary instructors as evidenced by website metrics.</p> <p>Uptake of research findings, models, frameworks, etc. by professional groups and associations.</p>
Promoting the MSH through knowledge mobilization.	<p>Knowledge mobilization activities including regular social media marketing, blog posts, and podcast publications.</p> <p>Host biennial international mad studies Conference.</p>	<p>Public knowledge of the MSH and broad participation of academic and community members in social media, blog posts, and podcast episodes measured by tracking digital metrics (new users, numbers of downloads, etc.).</p> <p>Reach of conference and number of participants.</p>



Expectations	Deliverables	Evaluation Metrics
	<p>Promoting the MSH through participation at large scale national and international conferences, community events, and academic/community engagement.</p> <p>Develop a peer reviewed mad studies Journal.</p>	<p>Increased awareness, participation, and opportunities for equity-based intersectional academic and community partnerships and increased external membership in the ORU.</p> <p>Track reach of journal and number of issues/publications and other metrics.</p>

## 7. Added Value

The MSH will be the first dedicated research centre for scholarly work in mad studies in Canada and internationally. As such, what can be accomplished through the MSH bears little overlap with the work of other existing ORUs at York. Moreover, to ensure that there is no duplication of resources and programs, the Robarts Cluster on Critical Mental Health/Mad Studies will effectively move to and operate out of the MSH. Due to the field's robust interdisciplinarity, the scholars, graduate students, and postdocs doing work in mad studies are spread out across different Faculties, departments, and various disciplines<sup>1</sup> across York, with insufficient means to bring them together into collaborative partnerships and large-scale projects and academic events.

An ORU dedicated to mad studies at York would bring institutional recognition, signaling support for the discipline as a venue for consolidating the contributions that York scholars are already making. Mad studies as an established, yet also vibrant and growing field, with increasing institutional supports nationally and locally is demonstrated in changes to Tri-Agency language about mental health to accommodate mad studies framings and language as well as discipline-specific scholarships, such as *Burstow's York U Scholarship for Mad Studies and Antipsychiatry* (a York-specific scholarship supporting graduate thesis work in mad studies). An institutionally supported ORU would provide a space where scholars pursuing multiple programs of research can converge and share the synergy of their work and support the training of graduate students and postdocs in large scale projects and knowledge mobilization activities. In this way, the findings from multiple research projects can be better deployed to support policy, professional practice, and transdisciplinary pedagogical shifts.

## 8. Resource Commitments

The VPRI office will support the MSH with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Institute is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, human resource management, research project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Associate and Director's course releases, stipend, and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$40,000

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<sup>1</sup> We anticipate engaging the newly-announced York medical school and working with medical academics and researchers interested in mad studies and the mental health system.

(including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, the MSH will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through the MSH.<sup>2</sup> However, as the MSH continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding the MSH receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to the MSH meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

The Faculty of Health has committed to providing an office for the MSH Coordinator and shared meeting room spaces in HNES for the MSH ORU meetings.

## 9. Commitment to DEDI in ORU Membership and Activities

The MSH aligns with key aspects of York's Strategic Research Plan and the University Academic Plan (UAP) and SDGs. It is designed to foster interdisciplinary programs of research that will strengthen the following key thematic areas of York's Strategic Research Plan: Advancing fundamental inquiry and critical knowledge, Building healthy lives, communities, and environments, Forging a just and equitable world, and Digital cultures and the ethics of AI in mental health contexts. The MSH shares York's goal of developing programs of research which impact society, specifically, in developing equitable responses to mental health needs. The goal of the UAP is to "provide a broad

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<sup>2</sup> See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

sociodemographic of students with access to a high-quality education at a research-intensive University that is committed to enhancing the well-being of the communities we serve” (UAP, 2020-2025). The MSH’s ability to bring university researchers, graduate students, postdocs, and community-based organizations together to support work that is relevant to current issues will attract students from York and beyond.

The social justice values underpinning the MSH align with the SDGs and York’s institutional priorities related to the Decolonization, Equity, Diversity, and Inclusion Strategy, the Black Inclusion Strategy, and the Indigenous Framework. The MSH is also in alignment with the broad health equity goals of the Faculty of Health and is committed to implementing relevant recommendations emerging from the Working Group on Systemic and Individual Racism in the Faculty of Health. Mad studies frameworks include attention to the marginalization of people with lived experience of mental illness diagnoses, particularly those experiencing social and structural barriers related to racism, sexism, classism, ableism, etc. Increasingly, sanism (the specific form of discrimination tied to mental health diagnostic labels) is understood as intersecting with other forms of oppression. Researchers affiliated with the MSH use a range of social theories and methodologies to investigate inequities in conjunction with sanism. To actualize this in practice, the MSH will develop its own DEDI strategy, that is in congruence with Faculty and university DEDI strategies.

## 10. Appendices

### Appendix A – Proposed Members of the Executive Committee

Name	Title/Affiliation
Marina Morrow	Chair/Professor, School of Health Policy & Management (Health)
Simon Adam	Associate Professor, School of Nursing (Health)
Rachel da Silveira Gorman	Associate Professor, SHPM (Health)
Maria Liegghio	Associate Professor, School of Social Work (LA&PS)
Megan Davies	Professor Emerita (LA&PS)
Gillian Parekh	Associate Professor, CRC (Education)
Cindy Jiang	PhD student (Critical Disability Studies, SHPM) (Health)
Abe Joseph	PhD Student (Health Policy & Equity, SHPM) (Health)

### Appendix B – Proposed Members of the Advisory Committee

Name /Title/Affiliation
Lucy Costa, Empowerment Council, CAMH

Jolijn Santegoeds, World Network of Users and Survivors of Psychiatry
Bhargavi Davar, TCI Global
Julie Wood, Board Member, CMHA Toronto/Family Outreach and Response
Susan Dobson, Krasman Centre
Susan Davis, Gerstein Crisis Centre
Cassandra Hartblay, Director, Centre for Global Disability Studies, University of Toronto
Andrea Daley, University of Waterloo
Mohamed Ibrahim, UBC
Dave Holmes, Professor/ University Research Chair, University of Ottawa
Irit Shimrat, MindFreedom International
Adam Davies, Assistant Professor, University of Guelph
Susan Hardie, Eviance

**Summary of Policy Revisions**

<b>Current Policy</b>	<b>Policy as Revised</b>	<b>Specific Revisions</b>
Principles and University Commitments Oversight and Reporting	Section 1. Preamble Section 2. Purpose Section 3. Scope and Application	New Sections 1 and 2 outline context and a purpose statement as provided previously in the Principles and University Commitments. New Section 3 outlines scope of the new policy and guidance for its application which was previously described under Oversight and Reporting.
Definitions	Section 4. Definitions	Expanded Section 4 includes glossary for two additional terms: Human biological materials and Indigenous Peoples.
Policy Statement	Section 5. Policy - Non-Compliance  Section 6. Roles & Responsibilities	New Section 5 outlines scope of the new policy and guidance for its application. It recognizes that York University has now two Research Ethics Boards (REBs): the Human Participants Review Committee (HPRC); and the Indigenous Research Board (IREB). It includes ‘Non-Compliance’, which describes the University’s policy in case of failure to comply with the Policy, should it occur. New Section 6 outlines responsibilities of the Vice-President, Associate Vice-President, Research; Human Participants Review Committee, The Indigenous Research Board, York University’s Office of Research Ethics; part of Procedures of the former policy.
Confidentiality  References	SOP: Ethics Review Process and Procedures – Section 2.2.15. Confidentiality SOP: Ethics Review Process and Procedures – Section 3. References	Removed from the main policy document to the new SOP: Ethics Review Process and Procedures – Section 2.2.15. Confidentiality and Section 3. References.

Procedures - Research Ethics Board and Governance Framework	SOP: HPRC Terms of Reference	Removed from the main policy document to the new SOP: HPRC Terms of Reference
Procedures - Research and Ethics Review	SOP: HPRC Ethics Review Process and Procedures	Removed from the main policy document to the new SOP: HPRC Ethics Review Process and Procedures
	Section 7. Review	New Section 7 on timeline and responsibility for review and revisions to the Policy.



## University Policy

### Research Involving Human Participants

<b>Topic:</b>	Faculty, Staff, Students: Conduct and Responsibilities
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	June 27, 2013
<b>Effective Date:</b>	June 27, 2013
<b>Last Revised:</b>	May 23, 2024

#### 1. Preamble

- 1.1. This policy intends to cultivate an environment in which the conduct of Research involving Human Participants, performed by faculty, staff or students of or in affiliation with York University, follows the highest ethical standards.
- 1.2. It seeks to promote an awareness and understanding of how the *Core Ethical Principles of Respect for Persons, Concern for Welfare, and Justice* are applied within the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans 2 (TCPS2) as well as all applicable regulations, guidelines, and standards pertaining to human participant protection.
- 1.3. This policy acknowledges the need for continuing interpretation and refinement of applicable policies to account for changes in research methods, contexts and cultures. Ethical guidelines shall be respected and revised as necessary.

#### 2. Purpose

The policy establishes an independent human research ethics review process charged with the task of promoting the ethical pursuit of York University's research objectives and serves as joint protection for the researcher, the study participant and the University in order to ensure attention to various rights and responsibilities of the respective parties to the research endeavour.



## Scope & Application

- 2.1. This policy applies to all research involving humans conducted by faculty, staff or students of, or in affiliation with, York University. This includes:
  - a. research involving living human participants; and
  - b. research involving human biological materials, as well as human embryos, fetuses, fetal tissue, reproductive materials and stem cells from living and deceased individuals.
- 2.2. This policy applies to projects undertaken at, or under, the auspices of the University, whether the project is funded and, in the case of funded research, whether the funding, in whole or in part, is administered by the University.
- 2.3. The review of all research involving Indigenous Peoples is exempt from this policy and is governed under the Senate policies of [Indigenous Research Involving Human Participants](#) and [Indigenous Research Involving Human Participants, Procedures](#).
- 2.4. Any research activity for which this policy is silent (such as Clinical Trials, research involving human biological materials and/or human genetic research), researchers are advised to consult the relevant section of the current TCPS2 for guidance. Alternatively, researchers may consult with the Office of Research Ethics for advice and direction.

## 3. Definitions

**Human biological materials:** Tissues, organs, blood, plasma, skin, serum, DNA, RNA, proteins, cells, hair, nail clippings, urine, saliva, and other body fluids. The term also includes materials related to human reproduction, including embryos, fetuses, fetal tissues and human reproductive materials.

**Human Participant:** An individual whose data, biological materials, or responses to interventions, stimuli, or questions by a researcher are relevant to answering the research question(s). Also referred to as a “human participant,” and in other policies/guidance as “subject” or “research subject.”

**Indigenous peoples:** In Canada, the term “Indigenous peoples” refers to persons of Indian (First Nations), Inuit, or Métis descent, regardless of where they reside and whether their names appear on an official register. In Canada, a comparable term, “Aboriginal peoples” is also used in certain contexts.

**Research:** An undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation.

**Researcher and/or Principal Investigator:** Any member who conducts or advances research in that capacity or who accesses University students or staff as human research participants; any other person who conducts or advances research as connected with the University; any person who conducts research using University resources (whether research space, materials, equipment or human resources)

(The term “member” when used in this Policy and its accompanying procedures includes faculty, emeritus faculty, contract faculty, staff, administrators, students, fellows and chairs, paid and unpaid research associates and assistants and any person in a like position).

#### **4. Policy**

- 4.1. York University has two Research Ethics Boards (REBs): the Human Participants Review Committee (HPRC); and the Indigenous Research Board (IREB) or collectively, the REBs.
- 4.2. HPRC is a sub-committee of the Academic Policy, Planning and Research Committee of Senate. HPRC is empowered to ensure that all non-Indigenous research involving humans with which it is affiliated is ethical and is conducted in accordance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans 2, (TCPS2), York University Senate Policy on Research Involving Human Participants (Policy), and its Guidelines for Research with Human Participants (Guidelines).
- 4.3. All non-Indigenous research involving human participants conducted by faculty, staff or students, regardless of where the research is conducted, is subject to review and approval by the HPRC in accordance with the most recent Tri-Council Policy Statement prior to the commencement of any research activities.
- 4.4. The HPRC will determine whether research is in compliance with applicable regulations, guidelines, and standards pertaining to human participant protection, and either recommend the approval, rejection, modification or termination of such proposed or ongoing research involving humans.
- 4.5. Researchers have a reconsideration and appeal route on a decision of the HPRC on the grounds of alleged breaches to the established research ethics review process, or any elements of the HPRC decision that are not supported by the TCPS2.

#### **Non-Compliance**

- 4.6. Failure to comply with York University’s policies and procedures may prevent approval of pending ethics applications and/or may result in current studies being revoked. As warranted by the severity of circumstances, HPRC may also

send notification of such failure to comply to the Vice-President Research and Innovation, the researcher's Dean, Chair or Director, Institute Heads, and appropriate funding and licensing agencies.

4.7. Failure to comply with this policy may result in the revocation of grant funding.

## 5. Roles & Responsibilities

The **Vice-President Research and Innovation** responsible for:

- a. the implementation of this Policy and may establish procedures, and guidelines pursuant hereto from time-to-time regarding any matters set out in this Policy.

The **Associate Vice-President, Research**, is responsible for:

- a. the appointment of members of the HPRC as delegated by the Vice-President, Research and Innovation; and
- b. providing to the HPRC necessary and sufficient financial and administrative resources to fulfill its regulatory duties.

The **Human Participants Review Committee (HPRC)** is responsible for:

- a. approving any research that it deems to comply with the applicable regulations, guidelines, and standards pertaining to human participant protection;
- b. rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans it deems to be noncompliant with the applicable regulations, guidelines, and standards pertaining to human participant protection, or
- c. ensuring, through the review and approval of research ethics protocols, that researchers respect the safety, welfare and dignity of human participants in their research and treat them equally and fairly and not as a means to an end;
- d. delegating graduate theses and dissertations to the Graduate Theses and Dissertation Ethics Review Committee for review and approval and overseeing that review process;
- e. delegating course-related, non-funded, minimal risk research (including MRPs) to the relevant Faculty, Department, School or Graduate Program ethics review body for review and approval and overseeing that review process; and
- f. The HPRC may be designated as another institution's REB of Record or, conversely, another institution's research ethics board for the review of multijurisdictional minimal risk research. In each case, the designated REB acting as the Board of Record carries out the mandate of the designating

institution's REB provided it meets and maintains acceptable research ethics review qualification or accreditation standards.

The **Indigenous Research Board** is responsible for:

- a. the ethics review process of all Indigenous research involving human participants including their lands, materials, human remains, cadavers, tissues, biological fluids, embryos, and fetuses and researchers in all Faculties and the University Libraries conducting such research. Please see the Senate policies of [Indigenous Research Involving Human Participants](#) and [Procedures on Indigenous Research Involving Human Participants](#).

**York University's Office of Research Ethics (ORE)** is responsible for:

- a. providing support for research ethics, integrity, compliance, and training in alignment with best practices and the Division of the Vice President Research & Innovation's overall strategic imperatives;
- b. providing secretariat to the HPRC and advising on current and emerging national and international research ethics (humans/animals/biological agents) and integrity policies and procedures (regulatory requirements, compliance issues, training and best practice systems for administering animal and human research ethics including governance arrangements, sanctions, and research integrity matters, etc.) to university leadership and researchers;
- c. developing and maintaining guidelines and procedures governing the ethics review process to ensure consistency with evolving provincial, federal and international research ethics requirements, and responsiveness to changing societal values and evolution in research ethics; and
- d. delivering educational programs and materials to students, staff and faculty involved in research with humans.

## 6. Review

The Academic Policy, Planning and Research Committee is responsible for the review of this policy every five years at a minimum.

<b>Legislative history:</b>	Approved by Senate on 24 June 1993; Amended by the Senate Committee on Research on 11 April 2001; Amended by Senate on June 28, 2001; Amended by Senate on May 23, 2002; Revised by Senate on June 19, 2003; Revised by Senate APPRC and by Senate on June 27, 2013; Amended
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	by Senate APPRC on May 9 2024 and by Senate May 25, 2024
<b>Date of next review:</b>	May 25, 2029
<b>Policies superseded by this policy:</b>	
<b>Related policies, procedures and guidelines:</b>	<p>HPRC SOP: Ethics Review Process and Procedures</p> <p>HPRC SOP: HPRC Terms of Reference</p> <p><a href="#">Indigenous Research Involving Human Participants</a></p> <p><a href="#">Indigenous Research Involving Human Participants Procedure</a></p>

## **SOP: HPRC Ethics Review Process and Procedures**

- 1. Purpose:** This SOP outlines the HPRC ethics review process and procedures
- 2. Responsibility:** Director, ORE; Manager, Advisor, Coordinator, ORE; members of Human Participants Review Committee (HPRC)
- 3. Scope of Research Ethics Review:**
  - 3.1.** All University-based research involving human participants, whether funded or non-funded, faculty or student, scholarly, commercial, or consultative, is subject to the ethics review process. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, and participant observation. It should be noted that if researchers at York University reference their affiliation to the University or use any of its resources when engaging in research, they must submit their research proposal to the HPRC for research ethics review in accordance with this policy.
  - 3.2.** As per TCPS2 (2022, p. 14) research is “defined as an undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation. The term “disciplined inquiry” refers to an inquiry that is conducted with the expectation that the method, results, and conclusions will be able to withstand the scrutiny of the relevant research community”. Human participants are “individuals whose data, biological materials, or responses to interventions, stimuli or questions by the researcher, are relevant to answering the research question(s)” (2022, p. 14).
  - 3.3.** All course-based research activities involving human participants are also subject to REB review. While the primary purpose is pedagogical, they may pose possible risks to those recruited to participate in such activities, and from their perspective, such activities may appear indistinguishable from those that meet the TCPS’s definition of research (2022, p. 14).
  - 3.4.** All pilot and preliminary research activities involving human participants are also subject to HPRC review. Pilot studies are smaller versions of the main study (e.g., fewer participants, shorter duration) with the purpose of assessing the feasibility and/or inform the design of a subsequent study intended to address a research question (2022, p. 14).
  - 3.5.** The HPRC only reviews research that falls within the scope of research as defined by the Tri-Council Policy Statement; however, the HPRC is responsible for reviewing research involving human participants to determine if it is exempt from ethical review. Researchers are responsible for obtaining confirmation from the HPRC on whether or not their project is exempt from ethics review. In accordance with the TCPS, research not requiring REB review and approval include:
    - 3.5.1.** activity not defined as research or does not involve human participants as defined by the TCPS2. The key consideration when making the determination as to whether ethics review is required is to ascertain whether research is the intended purpose of the undertaking or not.

Researchers are advised to consult with the Office of Research Ethics when unclear as to whether their research project requires ethics review before commencing any research activities;

- 3.5.2.** legally and publicly accessible information or data where there is no reasonable expectation of privacy;
- 3.5.3.** observation of people in public spaces where there is no reasonable expectation of privacy, is not epidemiological in nature, involves no direct interaction or intervention by the researcher, and dissemination does not identify specific individuals;
- 3.5.4.** interaction with individuals who are not themselves the focus of the research (e.g., collecting information from authorized personnel about the ordinary course of their employment, organization, policies, procedures, professional practices, or statistical reports);
- 3.5.5.** research that relies exclusively on secondary use of anonymous information, or anonymous human biological materials, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information. However, when there is a reasonable prospect that this data could generate information identifiable as originating from a specific Indigenous community or a segment of the Indigenous community at large, REB review is required;
- 3.5.6.** quality assurance and improvement studies, program evaluation and performance reviews, testing within normal educational requirements when used exclusively for assessment, management, or improvement purposes;
- 3.5.7.** creative practice whereby an artist makes or interprets a work or works of art or studies the process of how a work of art is generated. However, research that employs creative practice to obtain responses from participants that will be analyzed to answer a research question is subject to REB review;
- 3.5.8.** exploratory phase of a research project where the intent of the researcher is to assess the feasibility of the project, establish relationships and/or partnerships with potential participants or to inform the research design or questions. The preliminary phase of research should not be confused with “pilot studies” or “preliminary research”. Researchers are still required to submit an ethics protocol which clearly outlines activities to be undertaken in the exploratory phase of the research so as to afford the HPRC the ability to assess whether ethics review and approval of that portion of the research may in fact be required.

## 4. Research Ethics Review Process and Procedures:

### 4.1. Principles of Research Review:

**4.1.1 Respect for human dignity** is the underlying value of ethics review. Per TCSP2 respect for human dignity is expressed through three core principles: Respect for Persons, Concern for Welfare, and Justice.

**4.1.2 Respect for persons** recognizes the intrinsic value of human beings (including their data and biological materials) and incorporates the dual moral obligation to respect autonomy while protecting those with developing, impaired, or diminished autonomy. Respecting autonomy requires participants' free, informed, and ongoing consent and choice. Human participants should be clearly, fairly, and fully informed of the research objectives, procedures, foreseeable risks, and potential benefits. Their decision to participate should be fully voluntary (TCPS2 2022: 6).

**4.1.3 The welfare of a person** is the quality of that person's experience of life in all its aspects (physical, mental, and spiritual health, economic, and social circumstances etc.). Researchers and HPRC should aim to protect the welfare of participants, and, in some circumstances, to promote that welfare in view of any foreseeable risks associated with the research (TCPS2 2022: 7). The risks (if any) should never be excessively harmful, and the risk-to-benefit ratio should be taken into consideration when proposing the research. Research design should be especially sensitive to ethical issues when the research involves not legally competent individuals and vulnerable populations as well as when it involves risky procedures, deception, or withholding of information. Participants' anonymity and confidentiality shall be fully protected, unless this right is expressly waived (or unless disclosure is authorized or required by law).

**4.1.4 Justice** refers to the obligation to treat people fairly and equitably. Equity requires distributing the benefits and burdens of research participation in such a way that no segment of the population is unduly burdened by the harms of research or denied the benefits of the knowledge generated from it. Historically some groups of people have been either excluded or inappropriately targeted in research. As such, the recruitment process should be based on inclusion and/or exclusion criteria that are justified by the research question (TCPS2 2022: 8).

### 4.2. Research Ethics Review Procedures:

**4.2.1.** All researchers must complete and submit the relevant Protocol Form for ethics approval to the appropriate ethics review body. The review shall be conducted according to the principles and procedures set out in this document.



- 4.2.2.** Research that is subject to ethics review and that is not approved may not be undertaken. Researchers found to have conducted research without ethics approval and/or contrary to an approved ethics protocol may face serious sanctions (please see the Tri-Agency Framework for Responsible Conduct of Research and the YUFA collective Agreement, sub-section 11.03-9 for further information as to the implications of non-compliance with this policy.)
- 4.2.3.** The appropriate level of review is determined by the nature of the research and the level of risks or foreseeable risks to the participants. Ultimate determination of the appropriate level of review rests with the HPRC. Pursuant to the TCSP2 Article 6.1, the default requirement for research involving human participants is ethics review by the full HPRC.
- 4.2.4. Full Ethics Review** - At York University, research that poses greater than minimal risk to participants is reviewed by the full HPRC. TCPS2, Chapter 2, defines minimal risk as: “research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research”. Further, negative decisions by Delegated Review committees, that is, a decision to not approve a protocol before the committee, must be referred to the HPRC for full review. The HPRC will communicate the result of the final review.
- 4.2.5. HPRC-Delegated Ethics Review** - The TCPS2 describes a “proportionate approach” to the ethics review and clearance process for minimal risk research, Article 6.12. Under this approach, York’s HPRC delegates authority to individual members of the HPRC, including non-voting members such as the Director, ORE and/or Manager and Coordinator, ORE (each a “Reviewer”) for ethics review and clearance of research that poses no more than minimal risk to participants. New submissions of minimal risk research, amendments and annual renewals of approved minimal risk research shall be reviewed by no less than two delegated reviewers. Where delegated reviewers decide that a protocol should not be approved, the protocol will be referred to the HPRC for full board review.
- 4.2.6. Graduate Theses and Dissertations Research Ethics Review** - Ethics review of research that is conducted for the purposes of completion of graduate theses or dissertation that is minimal risk and/or is not funded (please consult the Faculty of Graduate Studies for further information as to what constitutes “funded research” in a graduate context) will be conducted by the delegates of the HPRC, namely, the Chair/Vice-Chair HPRC and Associate Dean(s), Research, Faculty of Graduate studies. Where delegated reviewers decide that a protocol should not be approved, the protocol will be referred to the HPRC for full board review.
- 4.2.7. Graduate and Undergraduate Course-related Research (including MRPs) Ethics Review** - Course-related, non-funded, minimal risk research proposed by students in Departments, Schools or Graduate Programs, with the

exception of theses and dissertations, are subject to review by the relevant Faculty/Departmental level Ethics Review committee. Departmental/Faculty level review committees must be comprised – at a minimum – of two members.

**4.2.8. Administrative Review** - For minimal risk research and/or protocols that have undergone a delegated review by another REB, administrative reviews will be conducted by a member of the Office of Research Ethics (Director, Manager, Policy Advisor or Coordinator – with oversight from Sr. ORE rep). For more information, please see SOPs.

**4.2.9. Annual Renewals** - At a minimum, research that extends beyond one year and/or the expiry date of the certificate of ethics approval must be renewed. Researchers must submit an application for renewal of ethics approval **prior** to the expiration of the approval certificate in order to maintain on-going compliance.

**4.2.10. Progress Report** - Research that is more than minimal risk may require and be subject to greater post approval monitoring to ensure the continued protection of participants rights and researcher’s responsibilities. Consequently, the HPRC may require researchers to provide more frequent progress reports on the status of their research than that of the standard Annual Renewal application. The need for progress reports will be project specific and determined on a case-by-case basis. The need for and number of progress requirements are the discretion of the HPRC.

**4.2.11. Amendments to Protocols** - Researchers are required to complete and submit an amendment application outlining any proposed changes to their approved protocol, to the HPRC in as timely a manner as possible. Approval for said changes must be received **prior to** the continuation of the research. Researchers may not proceed with their proposed amended research until such time as the proposed amendments have received ethics approval. Substantive changes to approved protocols may be required to undergo full committee review and the subsequent submission of a new protocol.

**4.2.12. Adverse and Unanticipated Events** - Researchers are required to report any unanticipated or adverse events to the HPRC as soon as possible, or immediately if the risk to the participants of the event is significant. Documentation of said events must be submitted to the Office of Research Ethics as soon as possible and should include a description of the event or issue and how the researcher has addressed the matter. The HPRC will review reports of adverse or unanticipated events and may, as a consequence, require the researchers to amend their protocols to prevent future recurrences.

**4.2.13. End of Project Reporting** - Researchers are required to complete an “End of Project Report” so as to notify the HPRC of the completion of their research project.

**4.2.14. Incidental Findings** - Researchers are obligated to ensure that participants are provided with the information necessary to maintain consent to participate. Thus, should information become known or available that may have an impact on participants or may impact their continued participation in the project, researchers are required to inform the participants as soon as possible. Similarly, should it become known to researchers that there are new potential significant risks to participants or substantial benefits, participants must be informed of the changes immediately. Similarly, any material incidental findings (i.e. findings that have been interpreted as having significant welfare implications for the participant, whether health-related, psychological or social) may be required to be disclosed to the participants. The Office of Research Ethics must receive documentation of any changes to the risks to or benefits for the participants or any material incidental findings of which researchers become aware and/or that have been disclosed to participants.

**4.2.15. Confidentiality:** All information provided by Principal Investigators is confidential and shall be retained in the files of the Office of Research Ethics on that basis to the fullest extent possible by law.

### **4.3. Reconsideration and Appeals**

**4.3.1.** A researcher may request reconsideration of a decision made by the HPRC within 30 days of receiving notice of the HPRC's decision. The onus is on researchers to justify the grounds on which they request reconsideration and to indicate any alleged breaches to the established research ethics review process, or any elements of the HPRC decision that are not supported by the TCPS2. The HPRC shall review the reconsideration request and respond to the researcher within 30 days of receiving the request.

**4.3.2.** Should the HPRC and the researcher fail to come to an agreement with regards to the committee's decision, the researcher may appeal the ethics review body's decision to the York Ethics Appeal Committee which shall conduct an ethics review of the research Protocol and the procedures followed by the body that conducted the first review. Decisions of the York Ethics Appeal Committee are final and binding.

## **5. Related Documents:**

[HPRC - Internal SOP - Authority for Delegated Review](#)

[HPRC - Internal SOP for Administrative Reviews](#)

## **SOP: HPRC Terms of Reference**

**Purpose:** This SOP outlines the terms of reference for the HPRC.

**Responsibility:** the Associate Vice-President, Research and Innovation, Director, ORE; Manager, Advisor, Coordinator, ORE; members of *Human Participants Review Committee*

### **1. Composition of the HPRC Membership:**

- 1.1.** The HPRC must be comprised of at least five members (TCPS2, 2022). Its membership shall have representation across Faculties at the University and be diverse in gender with appropriate representation from racialized and other distinct communities.
- 1.2.** The HPRC shall minimum consist of:
  - 1.2.1.** a Chair (1) with experience in research ethics;
  - 1.2.2.** a Vice Chair (1) with experience in research ethics;
  - 1.2.3.** at least one member from each Faculty (The Faculty of Liberal Arts & Professional Studies shall provide at least 2 members to the HPRC to reflect the wide range of disciplines represented and the size of its faculty complement);
  - 1.2.4.** at least one (1) member from the University Libraries;
  - 1.2.5.** at least one (1) member knowledgeable in ethics theory, knowledge, and practice;
  - 1.2.6.** at least one (1) member knowledgeable in relevant law (cannot be legal counsel or risk management representative for the University);
  - 1.2.7.** at least one (1) community representative who has no affiliation with the University;
  - 1.2.8.** the Associate Dean of the Faculty of Graduate Studies (ex-officio, for purposes of graduate research review);
  - 1.2.9.** Director, Office of Research Ethics, (non-voting reviewer);
  - 1.2.10.** Manager, Office of Research Ethics (non-voting reviewer);
  - 1.2.11.** Policy Advisor, Office of Research Ethics (non-voting reviewer);
  - 1.2.12.** Research Ethics Review Coordinator (non-voting reviewer);
  - 1.2.13.** the University Privacy Officer, the Biological Safety Officer, the Vivaria Supervisor and/or University Veterinarian(s) shall provide HPRC with support and advice where relevant as non-voting members.

- 1.3.** The above noted composition is the minimum requirement. Given the broad range of disciplines and disparate nature of research conducted by York University researchers, to better address the complex needs of ethics review processes York's HPRC membership exceeds the minimum standard.
- 1.4.** The HPRC shall make use of ad hoc advisors in the event that it lacks specific expertise and/or to assist with excessive workload. Ad hoc reviewers shall not be counted in quorum for the HPRC, nor be allowed to vote.
- 1.5.** The Chair of the HPRC shall be appointed by the Associate Vice-President, Research, on the recommendation of Committee members. The Chair should, generally, serve for a term of one year. However, if a suitable Chair is not available, the Chair may serve more than one year.
- 1.6.** The term of service for members on the HPRC is three years, with the expectation that one-third of the membership will be appointed each year to ensure continuity and consistency of membership.
- 1.7.** Each Faculty and the University Library shall recommend candidates to the Associate Vice-President Research and shall nominate replacement candidates promptly should a vacancy arise to ensure continuity of representation. Faculty member appointments shall be consistent with the principles of Guidelines and Procedures for Senate Nominations.
- 1.8.** A roster of substitute members may be appointed by the Associate Vice-President, Research, to ensure continuity and compliance of the ethics review process in the event of illness and/or other unforeseen circumstances which prevent a quorum of membership of the committee and/or a lack of appropriate representative disciplines for the purposes of review.

## **2. Training of the HPRC membership:**

- 2.1.** The HPRC members are required to have the relevant expertise and training to undertake appropriate ethics review of research involving human participants. Consequently, each new member of the HPRC shall receive relevant training as it relates to research ethics policy and research ethics review procedures and processes.
- 2.2.** Training shall be provided by the Office of Research Ethics (ORE). New members will be provided with the resources necessary to undertake their responsibilities as HPRC members effectively, efficiently and appropriately.
- 2.3.** In addition to the training provided by ORE, the HPRC members are required to complete the TCPS2 online tutorial. On-going training will be provided to members of the HPRC through education and outreach activities where relevant and necessary.

## **3. HPRC Meetings, Quorum and Attendance:**

- 3.1.** The HPRC shall meet regularly and a minimum of 4 - 6 times annually for the purposes of discharging its responsibilities.

**3.2.** At least once yearly, a meeting of the HPRC may be convened for the purposes of reviewing Standard Operating Procedures (SOPs), reports of delegated review processes (including Graduate Theses and Dissertation Ethics review committees and Faculty/Departmental level Ethics Review Committees) and other operational and reporting documents where appropriate and applicable.

**3.3.** Additional and emergency meetings of the HPRC can be convened at the request of the Chair or members of the Committee for the purposes of reviewing research that is problematic, contentious or for which a consensus decision cannot be reached via regular review processes.

#### **4. HPRC Standard Operating Procedures and/or Guidelines:**

**4.1.** To ensure consistency of decision-making processes as well as to ensure accountability of said processes, wherever possible, Standard Operating Procedures (SOPs) or Operations Guidelines should be developed and implemented as they speak to HPRC operations. SOPs shall be developed, reviewed and updated, where applicable, on a regular basis.

**4.2.** All relevant SOPs will be developed by and housed in the Office of Research Ethics (ORE) and subject to review and/or approval by the HPRC where applicable.

#### **5. HPRC and Delegated Ethics Review Committee(s) Reporting Requirements:**

**5.1.** The HPRC is required to provide an annual report to Senate via the APPRC for the purposes of information and oversight. The report shall include a list of all HPRC approved protocols, Faculty annual reports (and delegated reviews), an overview of REB operations, education and outreach activities, a report on activities of the Committee and the Office of Research Ethics, and any other relevant matters.

**5.2.** Delegated Ethics Review Committees (Graduate Theses and Dissertation Committee and Faculty/Departmental Level Review Committees) are required to provide regular reports to the HPRC with regards to decisions rendered on protocols submitted to said committees. At a minimum, said committees are required to provide a list of all protocols and/or projects and/or courses that have received ethics approval on an annual basis. Those protocols which have not received approval must similarly be reported to the HPRC along with the rationale for the decision of the committee.

#### **6. Conflict of Interest:**

**6.1.** Any conflict of interest that exists or may appear to exist as it relates to any of the researchers must be described, even though this need not preclude the continuance of the research. A conflict of interest may exist if there is potential benefit to the researcher(s) beyond the professional benefit from academic publication or presentation of the results (and consequent honoraria, royalties, etc.).

- 6.2.** In addition to researcher conflict of interest, there may be institutional conflicts of interests, as well as REB members' conflict of interest. As a consequence, while researchers are required to state clearly any and all real or perceived conflict of interest on ethics protocols submitted to the committee for review, HPRC members are similarly required to state any real or perceived conflicts of interest they may have with regards to a particular protocol before the committee for review. To better manage such conflicts, HPRC members will be required to recuse themselves from deliberations of said protocols. To manage institutional conflicts of interests, any real, potential or perceived institutional conflicts of interest should be reported to the HPRC in accordance with the approved Senate Conflict of Interest policy.
- 6.3.** While it is preferable that conflicts of interest be avoided, in those cases where a conflict of interest cannot be avoided, researchers must declare said conflicts to the REB and research participants alike, in as much detail as possible. Researchers are required to minimize or manage identified conflicts and provide the REB with a detailed description of how such conflicts will be managed. For those instances where there may be a financial conflict of interest, researchers shall disclose all kinds and amounts of payment to the researchers by sponsors, commercial interests and consultative or other relationships. Where concerns are raised with regards to potential financial conflicts of interest, the REB may require researchers to provide a copy of their budget so that it may be examined for inappropriate payments or unexplained expenses.
- 6.4.** Researchers should be aware that the REB can determine, upon review of the stated conflict of interest and proposed method for management of same, that the researcher withdraw from the research or that others on the research team who are not in a conflict of interest make research-related decisions. Further, the REB has the discretion to prohibit certain kinds of payment and the discretion to refuse to approve a protocol for which it feels the implications of the conflict of interest are too significant and/or cannot be managed effectively.

## School of Medicine Planning Committees

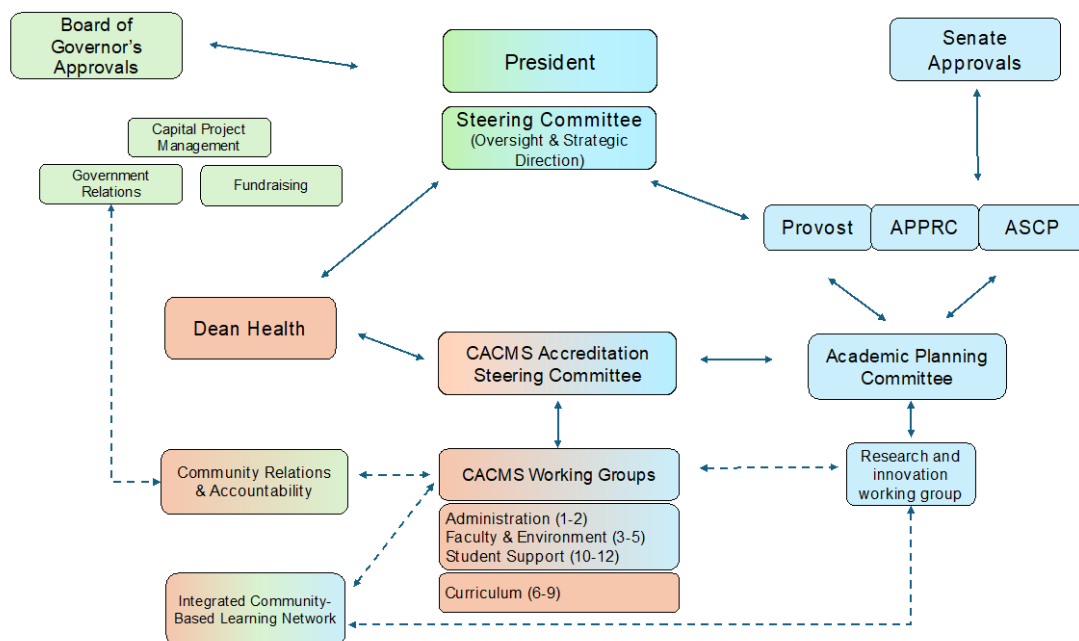
DRAFT for Senate input and feedback, June 2024

Originally developed May 22, 2024 and revised based on feedback received from APPRC on May 30, 2024, and from Board Academic Resources Committee on June 10, 2024.

This draft is being provided for feedback and input on the committee structure and composition to support planning for the School of Medicine, and the development of full proposals for consideration by Senate and Board in 2024-25. The draft terms of reference below focus on those committees most central to the academic aspects of planning, including research vision as an integral part of the academic whole. The draft also speaks to modes of coordination among different committees to align all aspects in preparation for governance approvals and accreditation.

Once input has been received from Senate, the process of populating committees will begin. A call for expressions of interest will be circulated for open positions. Selection of members should pay attention to the importance of including individuals with diverse lived experiences and perspectives in all membership categories, reflecting the diversity of the York community as well as communities in the catchment area of the proposed School of Medicine, and the vision for the School to enhance health equity.

### School of Medicine Overall Planning Structure





## Description of Individual Committees

### Steering Committee (Oversight & Strategic Direction)

**Terms of Reference:** Overall coordination, oversight and strategic direction for the Start Up and Capacity Building Phases, until opening of the School. Works by consensus wherever possible. Advisory to the President who holds decision making authority, subject to any final approvals needed from Senate and/or Board. Provides input and direction on significant planning decisions encompassing capital as well as academic and administrative operations and related costs, to ensure sufficient academic resources are available to support the new School. Assesses potential synergies and impacts for the entire University in order to maximize benefits and mitigate risks. Reviews proposals before they are submitted for approval to Senate or Board (or Committees thereof), including budget. Provides advice/approval as appropriate on all aspects of planning including clinical partner arrangements, funding agreements with government and partners, and transition team functions to ensure consistency with strategic direction.

**Composition:**

President (Chair)

Chief of Staff (Secretary)

Provost

VPFA

VPRI

Dean of Health

VP Equity, People & Culture

VP Advancement

YUDC President

General Counsel

Government Relations lead

Communications lead

Indigenous leader (external)

Community leader (external)

Additional Expert Advisors and Community Representatives may be included to provide advice and perspectives relevant to the Committee deliberations.

**Relationship to other Committees:** Senior administrators (including President, Provost, VPRI, Dean of Health) are responsible to ensure regular and reciprocal flow of information and input between the Steering Committee and other parts of the Planning Structure through overlapping membership (including on the Academic Planning Committee, APPRC, BARC, the Accreditation Steering Committee, Senate, and Board).

## Academic Planning Committee

**Terms of Reference:** The APC develops proposals for consideration by the Steering Committee and appropriate Senate Committees, which ultimately the latter will make recommendations to Senate for input and approval. This includes proposals to:

- establish a SoM and create any new academic unit for this purpose (APPRC), and
- establish new degree programs associated with the SoM (ASCP and APPRC).

APC proposals incorporate advice and content generated by the Accreditation Steering Committee and others. APC reviews and synthesizes content produced by the Accreditation Steering Committee from a Senate perspective, to ensure Senate concerns are addressed. It leads the process of internal consultation with Faculty Councils, all interested units, and other members of the York community to secure wide collegial input on the SoM design and especially its academic aspects, and shares input from consultations with other committees. Proposals developed by the APC are to include sufficient information on the budget and funding for the School of Medicine to enable APPRC to fulfill its mandate to provide advice and recommendations on the allocation and deployment of academic resources, and to consider the impacts of the initiative on other Faculties, programs and the University as a whole.

The APC may (in consultation with APPRC and ASCP as appropriate) establish its own working groups, for example on research & innovation, interdisciplinary “crossover” curriculum, administrative architecture, etc., and may add members for this purpose.

### **Composition: 13 voting members, as follows:**

Provost (Chair)

Chair of APPRC (or delegate)

Chair of ASCP (or delegate)

Dean of Health plus one additional Dean (or delegate)

VP Equity, People & Culture (or delegate)

5 faculty representatives (two being from Faculty of Health; at least one of the faculty representatives should also sit on the Accreditation Steering Committee)

2 student representatives based on expressions of interest (one undergraduate, one graduate)

Expert advisor: Qualified MD (also sits on Accreditation Steering Committee)

Secretary (non-voting)

Another non-voting member may be added to support proposal drafting

Faculty and student members on the APC will be confirmed by the Technical Subcommittee of APPRC, based on expressions of interest and achieving a diversity of perspectives, experiences, and expertise.

Research and Innovation Working  
Group

**Terms of Reference:** The Research and Innovation Working Group will be responsible for facilitating consultations leading to the development of a vision for research and innovation that aligns with the overall concept for a distinctive School of Medicine, and supports the integration of the medical school in the University's larger Strategic Research Plan, its tradition of interdisciplinary scholarship and the pursuit of discovery and innovation, and the development and application of new knowledge to create positive change in our local and global communities. The research vision should build on York's distinctive strengths and should be responsive to how these strengths overlap with the priorities of governments and funding agencies, for example to enhance community-based care and primary care reform.

**Composition: up to 12 voting members as follows:**

Dean of Health or delegate (Co-Chair)

VPRI or delegate (Co-Chair)

2 Associate Deans Research

APPRC member (could be the ORU rep on APPRC)

1-2 MDs / persons with direct experience of medical school research and innovation

Up to 5 faculty members selected from an open call based on depth of interdisciplinary research and innovation knowledge and experience

external community representation from healthcare sector

Non-academic staff resources (non-voting)

## Accreditation Steering Committee

**Terms of Reference:** The Accreditation Steering Committee (ASC) is responsible to lead the detailed design and development of proposals for the SoM Administration, Faculty and Academic Environment, Curriculum, and Student Supports, to ensure all 12 standards and 95 elements prescribed by the Committee on Accreditation of Canadian Medical Schools (CACMS) are satisfied such that the York University School of Medicine receives preliminary accreditation to admit its first class of students in Summer 2028, and provisional and final accreditation thereafter. It will oversee completion of the CACMS self-study and template, and any other prescribed accreditation documents.

**Composition: 18 voting members as follows:**

Dean of Health (Chair)

6 qualified \*MDs with experience in medical education, administration, and accreditation (selected partly with a view to leading four subgroup areas below; one MD also sits on APC)  
VPRI

3 representatives of clinical affiliates (e.g., hospitals)

2 primary care physicians (ideally from the proposed service area)

Indigenous curriculum lead

2 York \*faculty members (ideally with health professions and/or accreditation expertise)

2 students/post-graduate residents of other medical schools

Board of Governors representative (with health sector expertise)

Staff Lead for Accreditation (support role; non-voting)

\* At least one MD and one faculty member will have over-lapping membership on both APC and ASC.

Members will be appointed by the Accreditation Steering Committee Chair based on advice and support from School of Medicine advisors, wherever possible drawing upon York alumni and other community members with connections to the catchment area.

The ASC will have subgroups dedicated to each of the 12 CACMS standards (below). ASC proposals will flow to APC and to the SoM Steering Committee via the Dean of Health as Chair.

## Community Relations & Accountability

Communities of Support Subgroups on:

- Indigenous communities,
- Black communities
- Disabled communities

Linked to relevant CACMS

**Terms of Reference:** The CRA is an advisory body that provides diverse external community perspectives to the Accreditation Steering Committee and its subgroups, to support achievement of the 12 standards as defined by CACMS. Once formed, the group will establish measurable, transformative, and sustainable objectives for social accountability. (see for example the mechanisms established by the [Northern Ontario School of Medicine](#) (NOSM))

**Composition: 11 members as follows:**

Dean of Health or delegate (Chair)  
VP Equity, People and Culture  
VPRI representative  
AVP Indigenous Initiatives  
Government and Community Relations lead  
6 Community members representing key constituencies within SoM service area and communities of support  
Staff Lead for Community Engagement and Liaison (support role).

## Integrated Community-Based Learning Network

Subgroups on:

- Research and innovation
- Clinical networks
- Digital and AI supports

Linked to relevant CACMS Standards groups

**Terms of Reference:** The ICBL Network is a channel for clinical learning partners throughout the service area to provide input to the Accreditation Steering Committee and to exercise elements of shared governance with the University, encompassing the education, research, and clinical domains.

**Composition:** Chaired by Provost/Dean of Health. Includes senior representatives of hospitals, community health centres, and other organizations formally affiliated with the SoM and supporting delivery of its teaching, research and community service mission. Will also include VPRI representation and ICBL Network Director or other lead when hired.

# Senate Committee on Awards

## Report to Senate

At its meeting of 27 June 2024

### FOR INFORMATION

#### 1. 2024 President's University-Wide Teaching Awards

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. The following individuals were selected by the Awards Committee as the 2024 recipients.

**Senior Full-time Faculty:** Professor Danielle Robinson, Department of Theatre, Dance & Performance, School of the Arts, Media, Performance & Design.

Professor Danielle Robinson was selected as the recipient in the senior full-time category. The nomination file prepared by Professor Franz Newland, Undergraduate Program Director in the Department of Earth & Space Science & Engineering, speaks eloquently to Professor Robinson's pivotal role as Academic Coordinator in the Cross-Campus Capstone Classroom (C4) initiative. Letters of support from students speak to her unique ability to create a learning environment where students from diverse academic backgrounds can work collaboratively and approach problems from contrasting directions. Another colleague spoke to her tireless efforts to build the C4 program while providing mentorship to her colleagues as the program grew.

Professor Robinson has been the recipient of several teaching honours and awards in the past, including the Dean's Teaching Award for Junior Faculty (AMPD), and the Airbus and Global Engineering Dean's Council's Diversity Award. She has received three grants from the Academic Innovation Fund (\$260,000 total), as well as the Business in Higher Education Roundtable WIL Partnerships Grant (\$250,000), among many other teaching and learning-related grants.

**Full-time faculty (tenured/tenure stream/CLA) with less than 10 years teaching experience:** Professor Vidya Shah, Faculty of Education.

Professor Vidya Shah was selected as the recipient in the full-time category. The nomination file was prepared by Myrtle Sodhi, a PhD candidate in the Faculty of Education. Nomination and support letters speak eloquently of her collaborative approach to pedagogy, even to the extent of incorporating their views into the content of her courses. Along similar lines, one of the referees notes Professor Shah's "ability to honour students' voices and recognize their needs, interests and agency." The file also speaks to Professor Shah's important role in building the Master of Leadership and Community Engagement

# Senate Committee on Awards

## Report to Senate (cont'd)

(MLCE) program by making it more responsive to students with diverse needs and aspirations.

Professor Shah is the recipient of the Faculty of Education Graduate Teaching Award and in 2022 was awarded the Leaders and Legends Award for Mentor of the Year by the Ontario Institute of Studies in Education.

Honourable mention should be made of Professor Lisa M. Davidson, Department of Anthropology, Faculty of Liberal Arts & Professional Studies, for a strong file which clearly outlined her significant contributions to curricular innovation in her program.

**Contract and Adjunct Faculty:** Heather Lynn Garrett, Department of Sociology, Faculty of Liberal Arts & Professional Studies.

Heather Lynn Garrett was selected as the recipient in the contract and adjunct faculty category. She was nominated by Elena Chou and Jennifer Bianca Weerasinghe, PhD candidates in Sociology. The nomination file clearly speaks to her ability to engage with and motivate her students, incorporating story, anecdote, music, and various media to bring course material to life. She has provided valuable mentorship to students in her program more widely, notably through her support of the Sociology Undergraduate Student Association (SUSA). She has served as a faculty mentor of SUSA's annual Falling in Love with Research project, guiding students in conducting sociological research on a topic chosen by SUSA members.

Garrett has twice received the John O'Neill Award for Teaching Excellence by the Department of Sociology, as well as having been nominated for the Ian Greene Award for Teaching Excellence.

## 2. 2024 Honorific Professorship Recipients

### 2024 Distinguished Research Professorship

A Distinguished Research Professor is a member of faculty who has made outstanding contributions to the University through research and whose work is recognized within and outside of the University. This year, two recipients were selected.

### **Professor Roger Keil, Faculty of Environmental & Urban Change**

**Roger Keil** is "one of the world's leading urban scholars whose writings and visionary research leadership have profoundly impacted the fields of urban and environmental studies, geography, and planning globally," as demonstrated in the nomination file prepared by Associate Dean Research, Graduate, and Global Affairs Carlota McAllister.

## Senate Committee on Awards

### Report to Senate (cont'd)

Professor Keil has developed a strong international profile in the area of urban studies, with notable contributions to global suburbanization, urban political ecology, and infectious disease in the context of global urbanization. In the estimate of Professor Diane David (Harvard University), Professor Keil “has established himself as among the top 4-5 academics world-wide working in the field of urbanism,” while Professor Ash Amin (Cambridge University) notes that Professor Keil’s “unique body of work on suburbanization, urban nature and infectious disease – always conceptually innovative and always empirically rich – has brought deserved recognition”. The global reach and stature of Professor Keil’s work is characterized by Patrick Le Galès in these terms: “He is one of the major authors of his generation in North America, whose intellectual influence is significant on all continents as well as within the main urban research networks.”

Professor Keil has held a number of leadership positions in research, including Director of the City Institute at York University (2006-13), acting Director of the Canadian Centre for German and European Studies (CCGES, 2009-10), and he is currently a Fellow of Dahdaleh Institute for Global Health, and Research Fellow of CIFAR’s Humanity’s Urban Future program. His publication record is extensive and includes five authored or co-authored books and innumerable papers and chapters. As principal investigator or co-applicant, he has held several million dollars in research funding from various granting agencies, both Canadian and international.

#### **Leah Vosko, Department of Politics, Faculty of Liberal Arts & Professional Studies**

**Leah Vosko** has, as Dean J. J. McMurtry’s nomination letter notes, “transformed the study of precarious employment, employment standards enforcement, and access to labour rights and protections among transnational workers”. The same letter amply describes Professor Vosko’s achievements and international stature, while Professor Gregor Murray (Université de Montréal) notes that “[s]he is certainly the leading scholar in Canada, and internationally, on the dynamic interactions between gender, household economies, labour markets, citizenship, and public policy in a global political economy. Her published work is distinguished by its innovative, analytical and strongly integrated character.”

Professor Vosko has published 6 books and over a hundred articles and has held two Canada Research Chairs, the first in Feminist Political Economy, the second in the Political Economy of Gender and Work. She is a Fellow of the Royal Society of Canada and the recipient of the Charles Taylor Prize for Excellence in Policy Research, among other honours. As a principal investigator, she has secured more than \$7 million in external research funding in support of her work.



# Senate Committee on Awards

## Report to Senate (cont'd)

In addition to all the above, Professor Stephen McBride (McMaster University) makes special note of another aspect of Professor Vosko's contributions to research and Scholarship, namely her training and mentoring of the next generation of scholars: "The degree to which she is in demand as a supervisor and her willingness to undertake and discharge the responsibility of training new scholars is outstanding." Professor Vosko has supervised 26 postdoctoral fellows, 53 PhD students, and 57 Masters students.

### **2024 University Professorship**

A University Professor is a member of faculty recognized for extraordinary participation and contribution to University life, as well as scholarship and teaching success.

### **Professor Aleksander (Alex) Czekanski, Department of Mechanical Engineering, Lassonde School of Engineering**

**Alex Czekanski** has made extraordinary contributions to the University through his service, teaching and research, as articulated in the nomination file prepared by Professor Andrew Maxwell.

As the NSERC-funded Chair in Design Engineering (2014-21), Professor Czekanski brought in \$3.4 million to foster engineering education and research at York. Furthermore, Dr. Czekanski led the development of two state-of-the-art laboratories, the Lassonde Machine Shop and the Mechanical Engineering Solid Mechanics and Materials Laboratory. Together these labs ensure York students access to the latest technologies in preparation for their future careers in engineering. He is also a founding chair of the Canadian Society for Mechanical Engineering (CSME) Student National Design Competition, which provides undergraduate students in mechanical engineering and other disciplines in Canada an opportunity to showcase their engineering skills and achievements to a wide audience.

Professor Czekanski's services to York University are substantive and wide-ranging. In addition to chairing various departmental and Faculty committees, since 2019 he has been a member of VPRI's Strategic Project and Opportunity Review Team (SPORT). He has also served on the Research Finance Services Committee, the Council of Research Directors, and is a current member of Senate. He served as the founding Director of the Lassonde-based Centre for Automotive Research and co-founder and Director of the Manufacturing Technology Entrepreneurship Centre ORU.

Professor Czekanski's achievements as a teacher have been recognized with the Lassonde Excellence in Graduate Mentorship Award (2017) and the Lassonde Educator of the Year Award (2019), He was the recipient of the 2017 President's University-Wide Teaching Award and, as the nomination letter notes, "four of his graduate students have received

# Senate Committee on Awards

## Report to Senate (cont'd)

President's University-Wide Teaching Assistant Awards in 2023, 2020, 2019, and 2018, further highlighting the impact of Dr. Czekanski's mentorship and guidance.” as well being elected President of the Canadian Engineering Education Association (CEEA, 2019-2022). He has had a crucial role in the creation and development of the undergraduate and graduate Mechanical Engineering program.

Professor Czekanski has amassed an impressive record as a researcher, securing more than \$13 million in funding and authoring or co-authoring over 180 publications. His professional stature is demonstrated by his service as Senior Vice-President (2020-22) and President (2022-present) of the Canadian Society of Mechanical Engineers (CSME).

In sum, Professor Czekanski has made extraordinary contributions to the life of the University through his service, particularly in enhancing research culture at York and York's research profile more widely, his important role in program and curriculum development, and his academic and career mentorship of undergraduate and graduate students.

### 3. Recipients of Prestigious Awards for Graduating Students

#### 2024 Governor General's Gold Medals

The Governor General's Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York. The number of medals awarded is based on the University graduate enrolment. In previous years two medals were awarded; starting in the 2017-2018 year, the University began to award three gold medals. Selection is done by the Faculty of Graduate Studies.

The Committee is pleased to announce that **Carly Goodman**, Graduate Program in Psychology, **Alison Humphrey**, Graduate Program in Cinema and Media Studies, and **Jennifer Porat**, Graduate Program in Biology are the recipients of the 2024 Governor General's Gold Medals.

**Carly Goodman** graduated with her MA from the Clinical Developmental area of the Psychology Graduate Program. Carly's MA thesis consisted of a systematic review and meta-analyses to discover whether boys are more vulnerable than girls to intellectual deficits after exposure to six different neurotoxins (lead, mercury, PCBs, flame retardants, organophosphate pesticides and phthalates). Mounting evidence has linked neurodevelopmental disorders (NDDs) with early-life exposure to neurotoxins. Mounting evidence has linked neurodevelopmental disorders (NDDs) with early-life exposure to neurotoxins.

## Senate Committee on Awards

### Report to Senate (cont'd)

**Alison Humphrey** became a Vanier Scholar in her first year of the PhD program and graduated this year with an FGS Dissertation Prize, which included a nomination for the CAGS (Canadian Association for Graduate Studies) ProQuest Distinguished Dissertation award in the Arts, Humanities, and Social Sciences category. Alison's doctoral project was an intermedia world called Shadowpox that creates a story frame around vaccine hesitancy in a world threatened by a novel illness, an eerily prescient project begun pre-pandemic that builds upon her foundation in both classical theatre and her deep immersion in the development of intermedia properties and media practice over many years. The development of Shadowpox has involved workshops on three continents and a series of significant international exhibitions. Alison Humphrey's work promises to influence work in a number of fields, including intermedia world-building, theatre, and expanded cinema but also public health, medicine and policy. The dissertation pioneers a new form of mixed-reality participatory storytelling that Dr. Humphrey calls "citizen science fiction" to intervene in tragedies of the commons, essentially creating story architectures that allow communities space to enter, engage, and craft their own stories in response to both global data and local context. The dissertation draws on the affordances of interactive media to complement Indigenous glyph-based storytelling knowledge practices and the rhetorical techniques of classical theatre.

**Jennifer Porat's** dissertation, entitled "RNA methyltransferases Influence Noncoding RNA Biogenesis and Function Through Catalytic-Independent Activities", was accepted without any revisions necessary and deemed to be in the top 5% in Biology that represents exceptional scientific contributions for a PhD student. She was recently awarded the Faculty of Graduate Studies Dissertation Prize and has also been nominated for the Canadian Association for Graduate Studies' Proquest Distinguished Dissertation Award. Jennifer is exploring the fascinating biology of a newly discovered family of RNAs: glycoRNAs. By investigating how they are transferred to the surface of the cell and elucidating their function(s), Dr. Porat's research aims to unravel the mysteries of these glycosylated, cell membrane-bound RNAs. Her current work centers on developing techniques to isolate, sequence, and/or visualize RNA on the cell surface. She believes that glycoRNAs are a burgeoning field with the potential to bring "new biological insights and paradigm shifting findings and concepts" to the RNA world.

### 2024 Governor General's Silver Medals

The Governor General's Silver Medal is awarded annually to three graduating undergraduate students (from the October, February or June convocation) who have shown the highest distinction in scholarship at York University. One medal is awarded to the top student in a disciplinary grouping consisting of Science (BSc and BScN), Health, Mathematics, ITEC, Computer Science and Engineering (BASC). The remaining medals are awarded to the top two students in all other disciplines combined.

# Senate Committee on Awards

## Report to Senate (cont'd)

The Committee is pleased to announce the 2024 recipients:

**Parker Lee Grant**, BSc Psychology, Faculty of Health

**Michele Bars**, iBA Études françaises, Glendon College

**Vo Dinh Huy Nguyen**, BBA Business Administration, Schulich School of Business

### The Murray G. Ross Award

The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York. The Committee is pleased to announce that the 2024 recipient is **Nathaniel Goldstein**, Faculty of Health, who is graduating with a Bachelor of Science in Psychology.

Nathaniel is the Vice President of *Project START*, a joint initiative aimed at encouraging interest and involvement in STEM fields among students from underfunded elementary schools in Toronto. In this role, Nathaniel oversees a team of 50 undergraduate student volunteers in leading the development and delivery of science programming for eager young students. During the COVID-19 pandemic, Nathaniel's work with *Project START* expanded to provide underprivileged students experiencing online learning with enhanced educational experiences to sustain their learning and educational interest through that challenging time. Nathaniel has also been a contributing member of the Faculty of Health Student-focused Roundtable. He became involved in this initiative to drive positive change in the Faculty and at York with a particular lens of diversity and inclusion to promote student success and engagement.

Beyond these exceptional leadership contributions, Nathaniel has achieved consistent academic excellence. His cumulative GPA at the end of the Honours Bachelor of Science degree program is a nearly perfect 8.88. Nathaniel has received or been nominated for multiple academic awards in recognition of his superior performance in his program. These include the Undergraduate Psychology Book Prize (2022), awarded to the psychology student with the highest GPA in each year of study, and the York University President's Scholarship (2019), awarded to the incoming student with the highest entrance GPA). Nathaniel has also received several awards recognizing his scholarly excellence, including two NSERC Summer Studentships (2022, 2023), the Evelyn Gollin Essay Award (2022), and a Student Research Fellowship from the Centre for Vision Research (CVR) and Vision: Science to Application (VISTA).

# Senate Committee on Awards

## Report to Senate (cont'd)

Outside of York, Nathaniel demonstrates outstanding leadership as a volunteer in the broader community. As a Special Needs Counsellor and Mentor at the Yachad Toronto Organization, he leads weekly activity sessions for teens and adults living with cognitive and developmental impairments. Nathaniel also volunteers as a writer for the Royal Canadian Institute for Science, where he writes blogs and social media posts, further demonstrating his commitment to promoting science engagement external to academic communities.

### **4. 2022-2023 Undergraduate Award Disbursement Report**

The Senate Committee on Awards received the annual report on the disbursement of student awards for the previous fiscal year from Student Financial Services (SFS). The full report is provided as Awards Appendix A.

Table A in the report provides a summary of all funding disbursed to undergraduate students in the 2022-2023 fiscal year (May 1, 2022 to April 30, 2023) categorized by Funding Source and Recipient Headcount, with comparative data for 2021-2022 and 2020-2021.

### **5. 2023 New Awards Report**

Attached as Awards Appendix B is the annual report on new awards approved during the 2023 calendar year, with comparative data for 2022 and 2021, prepared by Student Financial Services (SFS). SFS approves the awards according to Senate-approved guidelines and reports annually to Senate through the Senate Committee on Awards.

### **6. 2023-2024 Graduate Award Disbursement Report**

The Senate Committee on Awards received the annual report from the Faculty of Graduate Studies on Graduate Awards for 2023-2024, with comparative data for the previous five years. The full report is attached as Awards Appendix C.

### **7. Expressions of Thanks and Appreciation**

Members of the Awards Committee express their thanks and gratitude to **Robert Kenedy**, who is completing his term on the Committee this month, and to **Rashid Bashir**, who is also completing his term on the Committee and who has ably served as its Chair this year.

Rashid Bashir, Chair



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## Memorandum

To: Senate Committee on Awards

From: Karen Warner, Manager Scholarships and Bursaries  
Oana Alexandru, Senior Financial Analyst

CC: Victoria Chu, Director, Student Financial Services

Re: 2022-2023 Undergraduate Award Disbursement Report

### **Overview**

The purpose of this memo is to provide a summary of York University's undergraduate award disbursements for Fiscal 2022-23 (May 1, 2022, to April 30, 2023) versus Fiscal 2021-22 (May 1, 2021, to April 30, 2022).

Table A provides a summary of all awards and bursaries disbursed to York University undergraduate students (Keele and Glendon campuses combined), as categorized by Funding Source (Figure 1) and Recipient Headcount (Figure 2).

Data in Figure 1 and Figure 2 of Table A was obtained from York University Quick-Facts—refer to Appendix 1 for the Quick-Facts excerpt which is published by York University's Office of Institutional Planning and Analysis (OIPA).

Overall, the amount of Undergraduate Award funding disbursed to York University students decreased by 1.6% in Fiscal 2022-23 (\$48M) vs. Fiscal 2021-22 (\$48.8M). In addition, the number of recipients decreased year over year by 6.1% (FW 22-23: 29,712 vs. FW 21-22: 31,649).

**TABLE A: 2022-2023 Undergraduate Awards *Note 1***

**Figure 1 - Overview of Award and Bursary Funding (\$ Disbursed)**

Award Funding Category		2020-2021	2021-2022	2022-2023	\$ Variance (22/23 vs 21/22)	YOY % Variance (22/23 vs 21/22)
York Funded	Entering Student Awards	\$10.4M	\$13.8M	\$15.4M	\$1.6M	11.6%
	Continuing Student Awards	\$14.6M	\$14.9M	\$14.5M	(\$3.1M)	-13.4%
	International Student Aid	\$23.6M	\$8.3M	\$5.6M		
Government Funded		\$1.7M	\$1.8M	\$2.5M	\$700K	38.9%
Private Donations and Endowments		\$8.3M	\$10M	\$10M	\$0	0.0%
<b>TOTAL</b>		<b>\$58.6M</b>	<b>\$48.8M</b>	<b>\$48M</b>	<b>(\$800K)</b>	<b>-1.6%</b>

**Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) *Note 2***

Award Funding Category		2020-2021	2021-2022	2022-2023	Variance (22/23 vs 21/22)	YOY % Variance (22/23 vs 21/22)
York Funded	Entering Student Awards	5,677	7,252	7,274	22	0.3%
	Continuing Student Awards	20,534	15,244	13,048	-2,790	-15.5%
	International Student Aid	10,269	2,783	2,189		
Government Funded		1,445	1,785	2,027	242	13.6%
Private Donations and Endowments		4,195	4,585	5,174	589	12.8%
<b>TOTAL</b>		<b>42,120</b>	<b>31,649</b>	<b>29,712</b>	<b>-1,937</b>	<b>-6.1%</b>

**Note 1** - Fiscal 22-23 and Fiscal 21-22 data was obtained from York University's *Quick-Facts* data as published by the Office of Institutional Planning and Analysis (OIPA). Refer to **Appendix 2** for the *Quick-Facts* excerpt.

**Note 2** – Number of recipients does not reflect “unique” heads; some students may have received more than one award and may be included in more than one category. Refer to **Appendix 2** for the *Quick-Facts* excerpt.

## Summary of Year of Year Variances

### York Funded – Entering Student Awards

York Funded Entering Student Awards	YOY Overview		YOY Variance				Average YOY Impact of Award (\$) per Recipient			
	Fiscal 21-22	Fiscal 22-23	Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (\$)		Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (%)		Fiscal 21-22 (Average) Award Disbursement per Recipient*	Fiscal 22-23 (Average) Award Disbursement per Recipient*	YOY Variance (\$)	
Overall Spending (\$)	\$13,840,193	\$15,382,322	\$1,542,129	↗	10.9%	↗	\$1,908	\$2,115	\$207	↗
Overall Headcount (#)*	7,252	7,274	22	↗	0.3%	↗				

\* Reflects number of awards disbursed, not unique head count.

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Entering Student Awards** increased by \$1.5M (Fiscal 22-23: \$15.4M vs. Fiscal 21-22: \$13.8M), representing a year-over-year (“YOY”) spending variance of 10.9%. Based on recipient headcount, there was a 0.3% increase on a YOY basis (Fiscal 22-23: 7,274 vs. Fiscal 21-22: 7,252).

A significant factor in the increased funding awarded to entering students is attributed to the launch of the Student Financial Assistance (SFA) Strategy in Fall/Winter 2022-23. The strategy included the introduction of two new significant awards as part of York’s Entrance Scholarship Program:

- The President’s International Scholarship of Excellence – 20 merit-based scholarships awarded annually to incoming international high school applicants at a value of \$45,000 per year; **\$898.5K** in FW22.
- The Tentanda Via Award – Awarded to entering applicants who are student leaders/changemakers **or** to students who have overcome significant personal barriers in their pursuit of post-secondary education; 15 awards to international applicants at a value of \$30,000 per year (**\$420K** in FW22) and 45 awards to domestic applicants at a value of \$10,000 per year (**\$240K** in FW22)

These increases were offset by a \$600K decrease in the York University Automatic Entrance Scholarship. As part of the SFA Strategy, the York University Automatic Entrance Scholarship is now renewable at all tiers and regainable. Effective FW22, this scholarship was discontinued for international high school applicants so funds could be reallocated to support new higher valued international entrance awards (Fiscal 22-23: \$9.7M vs. Fiscal 21-22: \$10.3M).

Other significant increases that contributed to the overall increase included the following:

- Faculty of Liberal Arts and Professional Studies International Undergraduate Leadership Scholarship – increase of **\$310K** (Fiscal 22-23: \$540K vs. Fiscal 21-22: \$230K); this renewable scholarship, valued at \$40K (\$10K x 4 years), was launched in Fall/Winter 2021-22 and is awarded to up to 50 international high school applicants admitted to a program in the Faculty of Liberal Arts and Professional Studies who demonstrate leadership through community service or excellence in sports or the arts.
- Lassonde Entrance Scholarship - increase of **\$193K** (Fiscal 22-23: \$731K vs. Fiscal 21-22: \$538K); awarded to all applicants, domestic and international, admitted to the faculty with a final average of 90% and higher.
- Faculty of Science Entrance Scholarship - increase of **\$44K** (Fiscal 22-23: \$546K vs. Fiscal 21-22: \$502K); awarded to all applicants admitted to the faculty with a final average of 90% and higher.



## York Funded - Continuing Student Awards

York Funded Continuing Student Awards	YOY Overview		YOY Variance			Average YOY Impact of Award (\$) per Recipient				
	Fiscal 21-22	Fiscal 22-23	Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (\$)		Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (%)	Fiscal 21-22 (Average) Award Disbursement per Recipient*	Fiscal 22-23 (Average) Award Disbursement per Recipient*	YOY Variance (\$)		
Overall Spending (\$)	\$23,230,226	\$20,102,203	(\$3,128,023)	↘	-13.4%	↘	\$1,289	\$1,319	\$30	↗
Overall Headcount (#)	18,027	15,237	-2,790	↘	-15.5%	↘				

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Continuing Student Awards** decreased by \$3.1M on a YOY basis (Fiscal 22-23: \$20.1M vs. Fiscal 21-22: \$23.2M) representing a YOY spending variance of 13.4%.

Based on recipient headcount, there was a 15.5% YOY decrease in students (-2,790 students) receiving awards in this category (Fiscal 22-23: 15,237 vs. Fiscal 21-22: 18,027) while the YOY average award disbursed per recipient increased by ~\$30.

The primary reason for the overall decrease in funding is attributed to a **-\$2.7M** decrease in bursary support for international students (Fiscal 22-23: \$5.6M vs. Fiscal 21-22: \$8.3M). York University has not traditionally provided bursary support to international students who are expected to self-fund, but funding was allocated on a temporary basis to provide support to international students experiencing financial hardship from the pandemic. This reduction in funding is also reflected in the reduced number of recipients which dropped by -594 heads (Fiscal 22-23: 2189 vs. Fiscal 21-22: 2783 heads).

Additionally, there was a **-\$1.06M** drop in funding awarded under the Undergraduate bursary program. This is the result of:

- The discontinuation of the York/Sheridan Bursary (joint program no longer exists) resulting in a decrease of \$390K and,
- The reallocation of \$500K in operating funds to the Work/Study Program and the entrance scholarships program. Additional bursary funding was awarded from general aid donor funds (reflected in the Endowments and Private donations section).
- Decrease of \$171K disbursed under the York International administered International Student Bursary

These decreases were offset by increases totaling **\$407K** in the following:

- York International Mobility Award - Designed to assist students with travel costs related to their participation in a global learning program; increased by **\$278K** (Fiscal 22-23: \$298K vs. Fiscal 21-22: \$20.2K).
- LA&PS International Study Abroad Award - Provides additional support to LA&PS students approved for study abroad experiences; increased by **\$60K** (Fiscal 22-23: \$72K vs. Fiscal 21-22: \$11.8K).
- Lassonde Undergraduate Research Award - Provides additional support to LA&PS students approved for study abroad experiences; increased by **\$28.8K** (Fiscal 22-23: \$493K vs. Fiscal 21-22: \$464K).
- Student Therapist Award - Awarded to all undergraduate students in the athletic therapy certificate program who are participating in student therapist placements in the Sport Injury Clinic at York University; increased by **\$20K** (Fiscal 22-23: \$103.6K vs. Fiscal 21-22: \$83K).
- Ontario Remembrance Scholarship – increases by **\$20K** (Fiscal 22-23: \$30K vs. Fiscal 21-22: \$10K).

Awards that were new in 22-23 or not disbursed in 21-22 resulted in an additional **\$258K**:

- York Global Health Travel Award - Established to support the international mobility of undergraduate students engaged in global health initiatives (**\$81.8K**)
- York University Award - Generic award code used for ad hoc posting requests (**\$79K**)
- Global Skills Mobility Fund - Provides financial support to students to assist them with expenses that they will incur as part of taking scholarly opportunities abroad (in-person/physical) as well as virtual (**\$54.6K**)
- EUC Undergraduate Research Award - Provides opportunities for selected students enrolled in EUC undergraduate majors to tackle a focused research project under the mentorship of a faculty member (**\$24K**)
- ICC International Criminal Trial Competition - Funds awarded to students who are participating in Mooting Program (**\$18.5K**)

- Government Funded Awards**

Government Funded	YOY Overview		YOY Variance				Average YOY Impact of Award (\$) per Recipient		
	Fiscal 21-22	Fiscal 22-23	Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (\$)		Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (%)		Fiscal 21-22 (Average) Award Disbursement per Recipient*	Fiscal 22-23 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$1,807,577	\$2,485,987	\$678,410	↗	38.9%	↗	\$1,013	\$1,226	\$213
Overall Headcount (#)	1,785	2,027	242	↗	13.6%	↗			

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **Government Funded Awards** increased by \$678K on a YOY-basis (Fiscal 22-23: \$2.5M vs. Fiscal 21-22: \$1.8M); or a spending variance of 38.9%.

Based on recipient headcount for Government Funded Awards, there was a 13.6% increase (242 students) receiving awards in this category (Fiscal 22-23: 2,027 vs. Fiscal 21-22: 1,785).

Based on average award disbursement per recipient, there was a YOY increase in funding of \$213 per student.

There were numerous government funded awards that experienced increases in YOY spending in the Fiscal 22-23 year. These awards include but were not limited to the following:

- OBPAP Tuition Fee Waiver – Aids students in the Ontario Bridging Participant Assistance Program; increased by **\$203K** (Fiscal 22-23: \$221K vs. Fiscal 21-22: \$18K)
- OSAP Disability Bursary – Disbursements related to the BSWD (Bursary for Students with Disabilities) fluctuate as it is an application-based program; increased by **\$130K** (Fiscal 22-23: \$517K vs. Fiscal 21-22: \$387K)
- CEWIL iHub Student Stipend – Government funding awarded through CEWIL (Co-operative Education and Work-Integrated Learning Canada) to students engaged in unpaid experiential education projects; increased by **\$117K** (Fiscal 22-23: \$488K vs. Fiscal 21-22: \$371K)
- Global Affairs Scholarship - Financial support provided by CBIE (Canadian Bureau for International Education) for incoming exchange students increased by **\$113K** (Fiscal 22-23: \$152K vs. Fiscal 21-22: \$39K)
- IEP Bridging Program Tuition Waiver - Funding support provided to students in the Internationally Educated Professional Bridging Program; disbursed amount increased by **\$52K** (Fiscal 22-23: \$136K vs. Fiscal 21-22: \$84K)
- ACUFC French as a Second Language Bursary – Program aims to encourage English-speaking students to pursue their post-secondary studies at a French-language institution or program; disbursed amount increased by **\$51K** (Fiscal 22-23: \$234K vs. Fiscal 21-22: \$183K).
- NSERC Undergraduate Student Research Award - Meant to stimulate undergraduate interest in research in the natural sciences and engineering and to encourage students undertake graduate studies and pursue a research career in these fields; **\$32K** (Fiscal 22-23: \$437K vs. Fiscal 21-22: \$405K).

The only program that showed a decrease (**-\$17K**) in funding was the First-Generation Bursary (Fiscal 22-23: \$176K vs. Fiscal 21-22: \$193K). Available funding for this program is allocated at the discretion of the Ministry of Colleges and Universities (MCU); York University disburses all funding that is received.

Spending and disbursements in Government Funded Awards are driven by the MCU funding directives and by the pool of students who apply and are deemed eligible for these government programs. Therefore, the amount (\$) and headcount variances can change from year to year and are not explicitly tied to York University's scholarship strategy.

## Awards from Endowments and Private Donations

Endowments and Donations	YOY Overview		YOY Variance				Average YOY Impact of Award (\$) per Recipient			
	Fiscal 21-22	Fiscal 22-23	Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (\$)		Fiscal 21-22 vs. Fiscal 22-23 YOY Variance (%)		Fiscal 21-22 (Average) Award Disbursement per Recipient*	Fiscal 22-23 (Average) Award Disbursement per Recipient*	YOY Variance (\$)	
Overall Spending (\$)	\$9,956,211	\$10,070,101	\$113,890	↗	1.0%	↗	\$2,171	\$1,946	-\$225	↘
Overall Headcount (#)	4,585	5,174	589	↗	12.8%	↗				

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on Private Donations and Endowments increased by \$114K on a YOY basis (Fiscal 22-23: \$10.07M vs. Fiscal 21-22: \$9.96M); representing a YOY disbursement (spending) variance of 1%.

Based on recipient headcount, there was a YOY increase of 12.8% (589 students) receiving awards in this category (Fiscal 22-23: 5,174 vs. Fiscal 21-22: 4,585). Based on value of funding per recipient, there was a YOY decrease in Fiscal 22-23 by an average of \$225 per recipient.

The awards with the most significant YOY variances (\$30K and higher) include the following:

- York University Bursary – Bursary funded through general endowments; YOY disbursement increased by **\$400K**.
- Forum Asset Management ICLP Bursary - Created to support JD students who are participating in Osgoode's Income Contingent Loan Program; YOY disbursement increased by **\$75K**.
- Dean's Undergraduate Research Award - Financial support to qualified undergraduate students who would like to gain research experience in an academic setting by working in York University research labs over the summer; YOY disbursement increased by **\$56K**.
- Canadian Friends of Hebrew University Award - Available to graduate and undergraduate students to study and/or conduct research at the Hebrew University; YOY disbursement increased by **\$47K**.
- Harley D. Hallet Renewable Entrance Scholarship - Awarded annually to the top students who enter the first-year program at Osgoode with at least an A- average; YOY disbursement increased by **\$40K**.
- Tom Janes Award for Black Scholars - Awarded to domestic Black students who are enrolled their first year in an undergraduate program in the Faculty of Liberal Arts & Professional Studies at York University; YOY disbursement increased by **\$40K**.
- Faculty of Liberal Arts and Professional Studies Entrance Award - Recognizes that students may be challenged in their pursuit of a postsecondary education because of limited financial resources; YOY disbursement increased by **\$37K**.
- Charles Edward Woodrow Award - Given to students at Osgoode Hall Law School who demonstrate academic achievement; YOY disbursement increased by **\$30K**.

The one award that had a significant decrease in disbursement (**-\$412K**) is the Bennett Family Entrance Scholarship. The donation was given on a one time only basis and was expected to be fully disbursed for the 21-22 academic year but there were some remaining funds that were carried forward; (Fiscal 22-23: \$4K vs. Fiscal 21-22: \$416K).

The variance in the number of awards/funding disbursed in one year but not the other is low (Fiscal 22-23: \$432K vs. Fiscal 21-22: \$448K).

In summary, there has been continuous year over year growth in disbursements and recipient headcount of awards funded by Private Donations and Endowments.

## **Disbursement Rates by Faculty**

Based on headcount, the unique number of recipients by faculty are as indicated below.

### **Fiscal 2022-23**

<b>Faculties</b>	<b>Number of Student Enrolled by Faculty (Unique Headcounts) 2022-2023</b>	<b>Number of Students Who Received At Least One Award by Faculty 2022-2023</b>	<b>% Of Enrolled Students in Each Faculty Who Received an Award 2022-2023</b>
Liberal Arts & Professional Studies	18,222	6246	34%
Environmental Studies	501	201	40%
Science	4,197	1802	43%
Health	10,162	3944	39%
Education	1,847	573	31%
Glendon	1,486	768	52%
Arts, Media, Performance and Design	2,535	1102	43%
Lassonde	4,677	2294	49%
Schulich	1,983	1030	52%
Osgoode	982	787	80%
<b>TOTAL</b>	<b>46,592</b>	<b>18,747</b>	<b>40%</b>
<b>Note 1</b> - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
<b>Note 2</b> - Fiscal year refers to May 1, 2022, to April 30, 2023			

### **Fiscal 2021-22**

<b>Faculties</b>	<b>Number of Student Enrolled by Faculty (Unique Headcounts) 2021-2022</b>	<b>Number of Students Who Received At Least One Award by Faculty 2021-2022</b>	<b>% Of Enrolled Students in Each Faculty Who Received an Award 2021-2022</b>
Liberal Arts & Professional Studies	19,399	10,874	56%
Environmental Studies	538	336	62%
Science	4,296	2,177	51%
Health	10,323	3,826	37%
Education	1,786	477	27%
Glendon	1,620	862	53%
Arts, Media, Performance and Design	2,648	1,486	56%
Lassonde	4,803	2,867	60%
Schulich	1,920	1,181	62%
Osgoode	943	775	82%
<b>TOTAL</b>	<b>48,276</b>	<b>21,039</b>	<b>55%</b>
<b>Note 1</b> - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
<b>Note 2</b> - Fiscal year refers to May 1, 2021, to April 30, 2022			

Institutionally, the overall disbursement rate remained stable at 93% for both Fiscal 22-23 and Fiscal 2021-2022. This includes all funding for undergraduate and graduate students.

## Conclusion

Overall disbursement (spending) decreased by \$800K on a YOY fiscal basis (Fiscal 22-23: \$48M vs. Fiscal 21-22: \$48.8M), representing a YOY spending variance of 1.6%. Based on recipient headcount, there was an overall 6.1% decrease (-1,937) of awards disbursed (Fiscal 22-23: 29,712 vs. Fiscal 21-22: 31,649).

## Update on Student Financial Assistance (SFA) Strategy

The SFA Strategy re-imagines access for prospective and current students, and is designed to:

- Position York as an institution known for its comprehensive student financial assistance offerings for both domestic and international students.
- Attract the best and brightest domestic and international students to York.
- Enable all qualified students to attend York.
- Increase student engagement at York (including NSSE High Impact Practices)
- Support retention/SEM of current York students.
- Further York's Access mandate to better support its unique and diverse populations

In addition, the SFA strategy aligns with 2020-25 UAP (University Academic Plan) principles of:

- "From Access to Success: Next Generation of Student Supports"
- "Advancing Global Engagement"
- UN (United Nations) Social development (SDG (Sustainable Development Goals)) Goals

### STRATEGY OVERVIEW (2021-2025)

Automatic Scholarships Revised	SFA Awards Introduced	Expansion of Bursaries	HIPs (High Impact Practice)
Renewable at all levels (previously only 95%+)	<b>President's International Scholarships of Excellence:</b> 20 awards at \$45,000 each	<b>Domestic:</b> \$150K <b>International:</b> \$1.8M (new)	<b>Domestic:</b> Study Abroad Support \$1,500 per student
Re-gainable at all levels (new)	<b>Tentanda Via:</b> <ul style="list-style-type: none"><li>• 45 awards at \$10,000 each (domestic)</li><li>• 15 awards at \$30,000 each (international)</li></ul>	<b>Additional Emergency Bursaries</b> <ul style="list-style-type: none"><li>• 2021-22 of \$10M</li><li>• 2022-23 of \$3M</li></ul>	
Domestic only (previously open to international)			

## Key Highlights (2023-24)

### Impact of New Major International Awards

- The number of applications to YoY have increased by 26% (or ~300) for 2023-24.
- Seventeen countries reflected in recipients for 2023-24 and 23 countries in 2022-23. Over the past two years, five out of the 11 Government of Canada's priority source countries are reflected in the recipients.
- The country diversity of the recipients has changed significantly with an increase in recipients and applications from countries that have never been represented among award winners previously.

- Global visibility and positionality have expanded immensely. Applications were received from every Government of Canada priority source country, according to the 2019-2024 International Education Strategy

Country	# of Recipients 2022-23			Country	# of Recipients 2023-24		
	President's	Tentanda Via	Total		President's	Tentanda Via	Total
India	4	3	7	India	3	4	7
Pakistan	1	2	3	Ghana	2	1	3
Brazil		2	2	Trinidad and Tobago	2		2
Trinidad and Tobago	1	1	2	Pakistan	1	2	3
Syria	2		2	Russian Federation	1		1
Bangladesh	1		1	Philippines	1	1	2
Barbados	1		1	Burkina Faso	1		1
Congo	1		1	Albania	1		1
Honduras	1		1	Vietnam	1		1
Italy		1	1	Mauritius	1	1	2
Japan		1	1	Mongolia	1		1
Jordan	1		1	Ecuador		1	1
Korea, South		1	1	Mexico		1	1
Lesotho	1		1	Cambodia		1	1
Mauritius		1	1	Bangladesh		1	1
Myanmar	1		1	Sri Lanka*	1		1
Nigeria	1		1	Kazakhstan*	1		1
Senegal		1	1	Kyrgystan*	1		1
Turkey		1	1				
Uganda	1		1				
United Kingdom	1		1				
United States	1		1				
Vietnam	1		1				
<b>Total</b>	<b>20</b>	<b>14</b>	<b>34</b>	<b>Total</b>	<b>18</b>	<b>13</b>	<b>31</b>
<b># of Countries</b>			<b>23</b>	<b># of Countries</b>			<b>17</b>

### **Changes to International Student Immigration Policy**

In January 2024, the federal government imposed a two-year cap on study permits for international students. For 2024, the government expects to approve approximately 360,000 study permits—a 35 per cent reduction from 2023. In addition, all [provinces were required to implement a Provincial Attestation Letter (PAL) which must be issued to every international student included in the cap. To submit a study permit application, international students must now include a provincially issued PAL.

This cap has resulted in a number of changes being implemented for the Fall 2024 admission cycle. First, international applicants must now pay a \$1,500 deposit after accepting their offer of admission to receive a PAL if required. Secondly, York University has introduced a number of new awards for Fall 2024 only in support of our conversion efforts. International applicants admitted with an average of 85% and higher will receive \$7,500 and those below 85% will receive \$5,000; transfer students who qualify for twenty-four transfer credits or more will receive \$2,500. These awards will be given on a one time only basis. These types of measures are being



implemented across the post-secondary sector as we all try to secure students in an already competitive market.

### **Labour Disruption Updates**

Student Financial Services has implemented a bursary program specifically designated to provide support to undergraduate students who require financial assistance because of the extended academic remediation period. The bursary is capped at \$1,500 and considers a variety of grounds including additional living costs, meal plan support for students in residence, travel expenses (both local and for students who had to change travel plans), etc... A similar bursary program was offered during the 2017-18 labour disruption, but it is anticipated that the total disbursed will be significantly lower given that shorter strike and remediation period.

### **Student Systems Renewal Program (SSRP) Update**

The launch of the Smart Simple AwardCloud solution has been rescheduled to June 2024 (originally November 2023). The new platform will replace the existing awards application, the Student Financial Profile. Members of the York community are now actively involved in testing the new platform and training is scheduled to commence in May. The new solution will transform how students access the financial aid process with these improvements:

- Provide a single portal for students to view the status of their award applications, as well as overall financial aid information at York,
- Ability to holistically view and manage a graduate student's funding package, providing students with transparency and agency to track their funding,
- Reduce the number of applications and tools that students may need to use to search and apply for awards and scholarships by matching eligibility criteria with student information,
- Improved functionality to distribute central and faculty-based awards and scholarships,
- Ability for faculties and departments to leverage the functionality of the system to adjudicate their awards and scholarships within this solution,
- Reduction of manual workload through automated calculations and the use of workflows, and
- Integration with existing systems to consolidate information into a single space.

A short video about the benefit of the new platform is available to view on YouTube at <https://www.youtube.com/watch?v=fkwWvxQ-Vy8>.

For the Awards Committee's Information Purposes

## **APPENDIX 1: 2022-23 QUICK-FACTS TABLES**

**2022/23 Undergraduate Awards - Table A**  
**for Fact Book**  
 level Undergrad

<b>York Funded</b>	<b>Entering Student Awards</b>	<b>Entrance Award</b>	\$929,129
		<b>Other Entrance Scholarships</b>	\$12,877,418
		<b>President's Scholarship</b>	\$286,200
		<b>Renewable Entrance Scholarship</b>	\$12,000
		<b>Science &amp; Engineering Entrance Scholarship</b>	\$1,277,575
	<b>Continuing Student Awards</b>	<b>Continuing Student Scholarship</b>	\$1,886,919
		<b>Other In-Course Scholarships</b>	\$1,899,197
		<b>Renewable Entrance Scholarship-Renewals</b>	\$1,575,500
		<b>Service Bursary Program</b>	\$41,377
		<b>Undergrad Bursary Program</b>	\$14,699,210
<b>Government Funded</b>		<b>First Generation Bursary</b>	\$176,433
		<b>Government Funded Programs</b>	\$1,791,967
		<b>OSAP Disability Bursary</b>	\$517,587
<b>Private Donations</b>		<b>Endowments and Annual Donations</b>	\$10,070,101
<b>All</b>			<b>\$48,040,613</b>

2022/23 Undergraduate Awards - Table A  
for Fact Book  
level Undergrad

			Home Faculty										All	
			AP	ED	EU	FA	GL	HH	LE	LW	SB	SC		
York Funded	Entering Student Awards	Entrance Award	\$598,500	\$5,500	\$4,000	\$24,000	\$58,500	\$88,000	\$69,000	\$13,000	\$25,000	\$43,629	\$929,129	
		Other Entrance Scholarships	\$4,152,789	\$175,036	\$196,965	\$924,512	\$532,000	\$2,446,686	\$1,441,987	\$34,000	\$1,472,343	\$1,501,101	\$12,877,418	
		President's Scholarship	\$70,200	\$10,800	\$16,200	\$32,400	\$5,400	\$64,800	\$21,600	\$0	\$37,800	\$27,000	\$286,200	
		Renewable Entrance Scholarship	\$4,000	\$0	\$0	\$4,000	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$12,000
		Science & Engineering Entrance Scholarship	\$0	\$0	\$0	\$0	\$0	\$0	\$729,444	\$0	\$0	\$548,131	\$1,277,575	
	Continuing Student Awards	Continuing Student Scholarship	\$464,008	\$131,940	\$24,486	\$129,371	\$65,769	\$627,451	\$123,486	\$0	\$101,101	\$219,307	\$1,886,919	
		Other In-Course Scholarships	\$474,702	\$16,735	\$50,175	\$21,920	\$146,946	\$351,214	\$498,230	\$252,747	\$53,922	\$32,606	\$1,899,197	
		Renewable Entrance Scholarship-Renewals	\$226,000	\$16,000	\$4,000	\$145,500	\$82,000	\$257,500	\$107,000	\$0	\$476,500	\$261,000	\$1,575,500	
		Service Bursary Program	\$0	\$0	\$0	\$0	\$29,930	\$0	\$0	\$2,000	\$9,447	\$0	\$41,377	
		Undergrad Bursary Program	\$4,124,311	\$330,202	\$77,802	\$483,852	\$303,039	\$1,913,676	\$2,554,002	\$3,233,127	\$525,915	\$1,153,285	\$14,699,210	
Government Funded		First Generation Bursary	\$47,628	\$3,402	\$3,402	\$20,412	\$33,528	\$34,020	\$6,804	\$0	\$0	\$27,237	\$176,433	
		Government Funded Programs	\$529,387	\$67,725	\$57,625	\$45,028	\$199,488	\$218,181	\$394,933	\$0	\$52,600	\$227,000	\$1,791,967	
		OSAP Disability Bursary	\$183,166	\$33,213	\$10,188	\$35,580	\$10,273	\$94,420	\$54,615	\$68,975	\$0	\$27,157	\$517,587	
		Endowments and Annual Donations	\$2,475,306	\$255,911	\$163,176	\$676,941	\$484,235	\$1,125,029	\$1,605,667	\$2,086,406	\$519,504	\$677,926	\$10,070,101	
Private Donations														
All			\$13,349,998	\$1,046,463	\$608,018	\$2,543,516	\$1,955,108	\$7,220,977	\$7,606,767	\$5,690,255	\$3,274,131	\$4,745,380	\$48,040,613	

			Home Faculty										All
			AP	ED	EU	FA	GL	HH	LE	LW	SB	SC	
			heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads
York Funded	Entering Student Awards	Entrance Award	541	7	5	29	20	128	83	4	3	62	882
		Other Entrance Scholarships	1968	101	46	411	201	1347	512	4	490	609	5689
		President's Scholarship	13	2	3	6	1	12	4	0	7	5	53
		Renewable Entrance Scholarship	1	0	0	1	1	0	0	0	0	0	3
		Science & Engineering Entrance Scholarship	0	0	0	0	0	0	371	0	0	276	647
	Continuing Student Awards	Continuing Student Scholarship	834	206	41	230	114	975	227	0	169	327	3123
		Other In-Course Scholarships	528	20	54	38	196	258	309	123	68	25	1619
		Renewable Entrance Scholarship-Renewals	58	4	1	38	21	65	27	0	121	67	402
		Service Bursary Program	0	0	0	0	41	0	0	1	4	0	46
		Undergrad Bursary Program	3383	199	76	354	259	1461	1892	1188	403	832	10047
Government Funded		First Generation Bursary	26	2	2	12	20	19	4	0	0	16	101
		Government Funded Programs	534	33	56	25	119	138	455	0	50	131	1541
		OSAP Disability Bursary	142	20	14	36	11	80	38	22	0	22	385
Private Donations													
All			9695	735	352	1615	1380	5085	4370	2283	1487	2710	29712



**REGISTRAR'S OFFICE**

**STUDENT FINANCIAL SERVICES**

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[yorku.ca/osfs](http://yorku.ca/osfs)

## **Memorandum**

To: Senate Committee on Awards

From: Karen Warner, Manager Scholarships and Bursaries

CC: Victoria Chu, Director, Student Financial Services

Date: May 10, 2024

Re: 2023 New Awards Report

### **Overview:**

The purpose of this memo is to provide a summary of the new awards approved by Student Financial Services on behalf of Senate in the 2023 calendar year (January 1 to December 31).

This memo presents comparisons of the new awards approved in 2023 and 2022 analyzed in Tables 1 to 5 by faculty, funding type, value, category, and timing of disbursement. The prior year data has been included to provide a historical perspective only.

Overall, the number of new awards established remained static on a year over year basis (106 in 2023 vs. 105 in 2022).

Please refer to **Appendix A** for the full list of new awards (names and public descriptions). For informational purposes, **Appendix B** provides award funding definitions.

**TABLE 1: Summary of New Awards by Faculty**

Faculties	2023 Calendar Year		2022 Calendar Year		2021 Calendar Year	
	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved
Non-Faculty Specific	9	8%	12	11%	18	14%
Arts, Media, Performance and Design (Undergraduate)	7	7%	2	2%	4	3%
Education (undergraduate)	0	0%	2	2%	0	0%
Environmental and Urban Studies (Undergraduate)	0	0%	3	3%	0	0%
Glendon (Undergraduate)	8	8%	6	6%	10	8%
Graduate Studies (excluding Law and Schulich)	22	21%	19	18%	13	10%
Health (Undergraduate)	4	4%	5	5%	4	3%
Lassonde (Undergraduate)	5	5%	1	1%	8	6%
Liberal Arts & Professional Studies (Undergraduate)	10	9%	13	12%	16	13%
Markham Campus	4	4%	3	3%	N/A	N/A
Osgoode (Undergraduate and Graduate)	14	13%	19	18%	22	17%
Schulich (Undergraduate and Graduate)	21	20%	15	14%	28	22%
Science (Undergraduate)	2	2%	5	5%	3	2%
<b>TOTAL</b>	<b>106</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>126</b>	<b>100%</b>

**TABLE 2: Summary of New Awards by Funding Types**

TYPE OF FUNDING												
Funding Source	2023 Calendar Year				2022 Calendar Year				2021 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/GR Awards*	Total
Annual Payments	2	2	2	6	1	0	2	3	9	0	2	11
Endowments	24	15	1	40	28	13	1	42	20	7	2	29
One-Time-Only	1	3	2	6	3	4	2	9	6	1	5	12
Operating	6	8	5	19	5	3	2	10	9	11	0	20
Term Awards	19	10	4	33	23	10	5	38	27	17	7	51
Transcript Notation	0	0	0	0	0	0	0	0	1	2	0	3
Government	1	0	1	2	2	0	1	3	0	0	0	0
<b>TOTAL</b>	<b>53</b>	<b>38</b>	<b>15</b>	<b>106</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>

\*These awards are available to undergraduate and graduate students

Annual Payments includes awards that are externally funded

Calendar year refers to the period from January 1 to December 31

**TABLE 3: Summary of New Awards by Value**

AWARD VALUES												
Award Value	2023 Calendar Year				2022 Calendar Year				2021 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
< \$500	1	0	2	3	3	1	0	4	1	1	0	2
\$500-\$1,000	19	12	2	33	25	4	0	29	23	8	3	34
\$1,001 - \$2,000	7	1	1	9	7	5	0	12	14	2	2	18
\$2,001 - \$3,000	1	1	0	2	1	1	1	3	6	6	0	12
\$3,001 - \$5,000	6	5	0	11	4	5	2	11	7	3	4	14
\$5,001 - \$10,000	5	7	0	12	4	3	4	11	6	4	2	12
\$10,001 and above	1	2	2	5	1	3	0	4	4	7	0	11
Amount Varies	13	10	8	31	17	8	6	31	10	5	5	20
No Monetary Value	0	0	0	0	0	0	0	0	1	2	0	3
<b>TOTAL</b>	<b>53</b>	<b>38</b>	<b>15</b>	<b>106</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>

A number of awards have an award value range. In these instances, the ceiling for the range has been recorded in the chart above.

**TABLE 4: Summary of New Awards by Categories**

CATEGORIES												
Definition	2023 Calendar Year				2022 Calendar Year				2021 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/GR Awards*	Total
Award	25	21	9	55	28	13	8	49	42	22	5	69
Bursary	20	3	6	29	19	0	5	24	15	4	7	26
Fellowship	0	1	0	1	0	4	0	4	0	3	0	3
Prize/Medal	1	5	0	6	7	3	0	10	7	0	4	11
Scholarship	7	8	0	15	8	10	0	18	8	9	0	17
<b>TOTAL</b>	<b>53</b>	<b>38</b>	<b>15</b>	<b>106</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>

\*These awards are available to undergraduate and graduate students

Bursary includes waivers

Calendar year refers to the period from January 1 to December 31

**TABLE 5: Summary of Awards by Timing**

AWARD TIMING												
Timing	2023 Calendar Year				2022 Calendar Year				2021 Calendar Year			
	UG Awards	Grad Awards	UG/GR Awards*	Total	UG Awards	Grad Awards	UG/GR Awards*	Total	UG Awards	Grad Awards	UG/GR Awards*	Total
Convocation	0	0	0	0	0	0	0	0	1	0	0	1
Entrance	14	11	0	25	5	8	0	13	12	7	0	19
In-Course	39	27	15	81	57	22	13	92	59	31	16	106
<b>TOTAL</b>	<b>53</b>	<b>38</b>	<b>15</b>	<b>106</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>
*These awards are available to undergraduate and graduate students												
Calendar year refers to the period from January 1 to December 31												

## **Conclusion**

- Overall, the number of new awards has remained consistent across the board with the 2022 numbers. The higher level of awards created in 2021 is due to an increase in new awards established in Schulich (28 in 2021 vs. 11 in 2020) and the establishment of various awards that were created by York University to assist students who were adversely impacted by the pandemic (8 in 2021).

## **Observations**

- Advancement conducted a review with the Bennett Family of their existing awards and based on recommendations from the university, the discontinued a number of their existing awards and reallocated the funding to create four new renewable awards for York students value at \$7,500 to \$20,000 per year. These awards are the Bennett Family Jane & Finch Award, the Bennett First Generation Award, the Bennett Family Award for Black and Indigenous Students and the Bennett Family Graduate Scholarship for Black and Indigenous Students.
- With the launch of the Markham campus, a number of new awards have been created in the past two years that are designated to students at that campus. In total, there are now 12 Markham awards, six of which were approved in 2023. Markham will feature programs at both the undergraduate and graduate level offered by the Faculty of Liberal Arts & Professional Studies, the Lassonde School of Engineering, the School of the Arts, Media, Performance and Design, the Faculty of Science, and the Faculty of Graduate Studies. If there are no suitable candidates at the Markham campus, recipients can be selected from the Keele and Glendon campuses.
- As the need arises, Advancement have engaged in fundraising efforts to provide support to students impacted by conflict or natural disasters including but not limited to involuntary displacement, destruction of homes and loss of work. To date, these fundraising efforts have provided support to students from Ukraine (war), Pakistan (related to flooding), and Syria and Türkiye (related to recent earthquake).

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Abe Bresver Award with CFPDP	<p>Abe Bresver greatly respected the study of law and took great pride when his eldest nephew, David Bresver, graduated from Osgoode Hall in 1971.</p> <p>Education was highest on Abe Bresver's list of values and priorities, having grown up on the prairies as the eldest of five children. Unfortunately, the economic hardships endured by immigrants to Canada meant that only one would eventually attend university. As the oldest boy, another unfortunate sign of the time, he was able to do so. He knew from personal experience how it felt to be the "other" and to be considered lesser than his classmates. Abe Bresver was able to face these obstacles as a member of a minority group and surmount them to become a respected Chartered Accountant and successful businessman.</p> <p>On Abe Bresver's death in 2007, pursuant to a bequest in his will, the Feiga Bresver Academic Fund was created to honour his late mother. Its mandate is to support those seeking post-secondary education and the possibility of participating in scientific research who might not have the economic means to do so.</p> <p>Combining his regard for the law and his sensitivity to challenges faced by students to fulfill their dreams, supporting an endowment fund at Osgoode Hall Law School that gives preference to students with physical disabilities in partnership with "A Seat at the Table" and the Canadian Foundation for Physically Disabled Persons (CFPDP) is a most appropriate continuation of Abe Bresver's vision.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers Initiative and will support JD students in financial need who face visible and invisible obstacles like income; mental health, racial, cultural and gender inequalities; or physical and learning challenges. Preference will be given to students with physical disabilities.</p>	Undergraduate	Osgoode	Varies	Endowment



Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Bennett Family Jane & Finch Award	The Bennett Family Jane & Finch Award will be granted to students entering first year of undergraduate study from a high school within the Jane and Finch community (Westview Centennial Secondary School, C.W. Jeffreys Collegiate Institute, Emery Collegiate Institute, James Cardinal McGuigan and North Albion Collegiate) who have a minimum admission average of 75%. To be eligible, recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need. The Award will be renewable up to 3 years, provided the recipient maintains a minimum grade point average of 6.0 and continue to demonstrate financial need. Recipients of a renewable award must continue to participate in mentoring programs offered in local community schools to support and encourage younger students to persist in their current studies and pursue postsecondary education. This scholarship cannot be held in conjunction with another renewable entrance scholarship, the York University Automatic Entrance Scholarship or the York University Continuing Student Scholarship.	Undergraduate	All Faculties	\$7,500	Endowment
Bennett First Generation Award	The Bennett First Generation Award will be granted to first-generation students entering their first year of undergraduate study who have a minimum admission average of 75%. To be eligible, recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need. The Award will be renewable up to 3 years, provided the recipient maintains good academic standing and continues to demonstrate financial need. This Award cannot be held in conjunction with another renewable entrance scholarship, the York University Automatic Entrance Scholarship, or the York University Continuing Student Scholarship.	Undergraduate	All Faculties	\$7,500	Endowment
Brenda Hicks Memorial Award	The Brenda Hicks Memorial Award was created in memory of Brenda Hicks, longtime Administrative Assistant in Visual Art & Art History who passed away in 2016. It will be awarded annually to a student(s) who has demonstrated community service within the Department of Visual Art and Art History.	Undergraduate/	Arts, Media, Performance & Design	\$100	Annual
Centre for Vision Research Director's Award	The Centre for Vision Research Director's Award will be awarded annually to a doctoral candidate specializing in Visual Science from any field other than Psychology (for Psychology students the E. Lynn Kirshner Memorial Scholarship is available). The award decision will normally be made in spring and will be based on a senior-authored, independently produced, peer-reviewed paper that was published or accepted (in-press) in the preceding calendar year.	Graduate	Health	\$500	Annual

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Centre for Vision Research Director's Prize	<p>The Centre for Vision Research Director's Prize will be awarded annually to a doctoral candidate specializing in Visual Science based on the best senior-authored, independently produced, peer-reviewed paper that was published or accepted (in-press) in the preceding calendar year.</p> <p>This prize has been established by Professor Robert S. Allison, Director of the Centre for Vision Research.</p>	Graduate	Health	\$500	Termed Award
Chernos Flaherty Svonkin LLP Bursary	<p>Chernos Flaherty Svonkin LLP is a commercial litigation boutique in downtown Toronto that was founded with the objective of providing clients with strategic and effective legal advice and representation in litigation, arbitration, mediation and other circumstances that call for the benefit of experienced legal counsel. The firm established this bursary, to be awarded annually, to support the next generation of lawyers interested in pursuing a career in litigation. The bursary is available to a student in the JD program at Osgoode Hall Law School in financial need and who has demonstrated an interest in litigation.</p>	Undergraduate	Osgoode	\$1,250	Termed Award
Christopher Innes Graduate Scholarship	<p>The Christopher Innes Graduate Scholarship will benefit an outstanding MA or PhD student pursuing graduate study in Interdisciplinary Studies. First preference should be given to students with an area of inquiry or research that involves Theatre, English Literature or Communication and Culture. If there is no qualifying student in the Interdisciplinary program, then the Scholarship may be awarded to an outstanding MA or PhD student in English or Theatre.</p> <p>This Scholarship was established by Dr. Brigitte Bogar along with family, colleagues and friends, to honour Dr. Christopher Innes (1941-2017). Innes arrived at York in 1969, and was a long-time member of the English Department who taught in the Communication and Culture Program and also in Theatre Studies. Innes was a Distinguished Research Professor, and holder of a senior Canada Research Chair in Performance &amp; Culture and a York Research Chair. He published widely on modern drama and theatre history. Professor Innes was the Founding Director of the MA Program in Interdisciplinary Studies and co-founder of the Theatre Studies Graduate Program.</p>	Graduate	Graduate Studies	Varies	Endowment
CIBPA Education Foundation Award in Italian-Canadian Studies	<p>The CIBPA Education Foundation Award in Italian-Canadian Studies will be awarded to an entering or continuing PhD student in Italian Canadian Studies.</p> <p>The Canadian Italian Business and Professional Association of Toronto (CIBPA) is a non-profit member organization founded in 1952. Its mandate is to promote and cultivate the business, professional, cultural and social interests of its members, and to serve as their local voice, as well as representing the Italian-Canadian community at large.</p>	Graduate	Liberal Arts & Professional Studies	\$10,000	One time

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Claude LeBlanc Scholarship in Sustainability and Entrepreneurship	The Claude LeBlanc Scholarship in Sustainability and Entrepreneurship will be awarded to a graduate student at the Schulich School of Business who demonstrates experience in innovation and entrepreneurship, and a passion for sustainability and combatting climate change. The recipient will have a concept mapped out for a startup company they want to pursue while at the school or will have a company they are already building and want to continue developing while enrolled. Applicants must submit a cover letter and resume. Value: \$5,000.	Graduate	Schulich	\$5,000	Termed Award
Connected Minds Doctoral Scholarship	<p>The Connected Minds PhD Scholarship will provide financial support to high-caliber trainees doing research that is aligned with the Connected Minds program under the supervision of a Connected Minds member.</p> <p>Connected Minds will support interdisciplinary training programs across its three pillars and will support training opportunities with partners in industry, government and non-profit sectors that will enhance the trainee's graduate experience. Scholarships will be awarded competitively based on the strength of the candidate, the strength of the research proposal, and fit with the goals of the Connected Minds program in addition to the Affirmative Action policies noted below.</p> <p>Specifically, successful Applicants are expected to make meaningful contributions towards fulfilling a subset of Connected Minds' strategic objectives and pivotal performance benchmarks, encompassing:</p> <ul style="list-style-type: none"> <li>Collaborations with industry, academic, government, &amp; community partners (including Indigenous Peoples &amp; Communities)</li> <li>Increased interdisciplinary scholarship, research, &amp; art creation</li> <li>Increased international recognition, collaboration, &amp; leadership</li> </ul> <p>Contributions to one or more of the following three National Science and Innovation Priority Areas (NSIPA): 1) Healthy Canadians, 2) Innovative Resilient Communities 3) Technologically Advanced Canada</p> <p>In recognition of the underrepresentation of Black and Indigenous Peoples within these fields, at least 10% of available scholarships will be designated for qualified applicants identifying as African, Caribbean, and Black, and at least 10% for Indigenous Peoples (First Nations, Metis, and Inuit), totaling at least 20% of scholarships. To qualify for these designated awards, applicants must complete the voluntary self-identification form and meet the minimum requirements set for the award.</p>	Graduate	All Faculties	\$10,000	Operating

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Councillor Amanda Yeung Colucci's Markham Spring Gala Award	<p>The Councillor Amanda Yeung Colucci's Markham Spring Gala Award will be awarded annually to an incoming undergraduate student pursuing a Bachelor in Fine Arts in Creative Technologies at Markham Campus. Preference will be given to students focused on the future of media entrepreneurship and/or digital justice, specifically ensuring ethical developments in artificial intelligence.</p> <p>This award was established under the leadership of Councillor Amanda Yeung Collucci through the 2023 Markham Spring Gala. Councillor Collucci believes that education is the foundation of our society. Education shapes our society, shapes the present and future of our community and gives HOPES and DREAMS to youth, children and families. This award is for students who dare to dream, dare to take a leap for a better and brighter future and make our communities a better place.</p>	Undergraduate	Markham	Varies	Endowment
Dan Olsen Print Media Award	The Dan Olsen Print Media Award was created in honour of Dan Olsen, longtime Print Media Technician in Visual Art & Art History who retired in 2020 after 30 plus years of service.	Undergraduate/	Arts, Media, Performance & Design	\$100	Annual
Daviau Family Bursary	<p>The Daviau family began when Dan Daviau (LLB/MBA 89) and Karine Krieger (LLB/MBA89) met at Osgoode Hall Law School. They went on to have five wonderful children together. Dan has built a career in the financial industry and became the President and Chief Executive Officer of Canaccord Genuity Group Corporation.</p> <p><u>This bursary is given annually to a JD student in financial need.</u></p>	Undergraduate	Osgoode	\$3000 - \$6000	Endowment
Davies Fellows Award	<p>In 2022, as part of their commitment to equity, diversity and inclusion, the Osgoode alumni at Davies Ward Phillips &amp; Vineberg LLP created this award to provide financial support to facilitate access to legal education by exceptional students from equity-seeking groups. Together with matching funds from Osgoode Hall Law School an endowment was created.</p> <p>The endowed funds will be used to support one Davies Fellow each academic year for a student entering into the JD program who demonstrates financial need and exceptional promise, as shown by personal or professional accomplishment, including their overcoming of challenging personal or societal circumstances in areas such as income, mental health, racial, cultural and gender inequalities, or physical and learning challenges. The award is renewable for the upper years of the JD program provided the student is in good standing in the program and continues to demonstrate financial need and exceptional promise.</p>	Undergraduate	Osgoode	\$15,000	Endowment
Dean's Entrance Award - DIAC in India	Awarded in recognition of academic excellence (minimum 6.00 GPA) and merit, the Dean's Entrance Award is provided to incoming full-time DIAC students enrolled in the DIAC in India Program in Hyderabad.	Graduate	Schulich	Varies	Operating

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Dean's Entrance Fund - DIAC in India	The Dean's Entrance Fund - DIAC in India has been designed to provide financial support to incoming full-time DIAC students enrolled in the DIAC in India Program in Hyderabad.	Graduate	Schulich	Varies	Operating
Devi Dayal Sharma Bursary	<p>The family of Devi Dayal Sharma (1935-2020), (wife Achla Sharma, daughter Seema Kalia, and sons Rajesh Sharma and Rajeev Sharma, LL.B. '97) established this bursary in his honour. Devi was Called to the Ontario Bar in 1994 and received his NCA accreditation from Osgoode Hall Law School. He received his Bachelor of Laws (LL.B.) from the Law College Jullundur, Punjab University, India in 1958 and was admitted to the Bar Council of Punjab in 1962. Devi, his wife and three children immigrated to Canada from Amritsar, India in 1975. Devi and his wife Achla ran a successful real estate conveyancing business until he later re-qualified as a lawyer in Ontario. Devi founded the firm Sharma Lawyers and practiced real estate and corporate law for several decades. He was a well-respected member of the community with a stellar reputation. He was loved by his clients and his door was always open to those that needed his help (even without an appointment). Devi believed in the power of helping those who needed it providing pro bono legal services to widowers, the elderly, and students.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative, which supports JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode	\$900	Endowment
Dezső J. Horváth Visionary Leadership Award	In honour of the Schulich School of Business Dean Emeritus Dezső J. Horváth, the Dezső J. Horváth Visionary Leadership Award will be awarded to an entering full-time domestic or international MBA or Tech MBA student at the Schulich School of Business who demonstrates overall academic excellence, as well as exceptional leadership skills and potential as evidenced from the recipients admission application.	Graduate	Schulich	\$5,000	Termed Award
Donghui Liu International Student Painting Award	The Donghui Liu International Student Painting Award will be awarded to an international student majoring in Visual Arts in the sector of Painting.	Undergraduate	Arts, Media, Performance & Design	Varies	Operating
Donna J. Sleeth Social Work Field Education Award	<p>The Donna J. Sleeth Social Work Field Education Award will be awarded to students in York University's School of Social Work who are undertaking their unpaid field placement as part of a MSW degree. This award is only available to part-time MSW students. Recipients must be in good academic standing. The award is non-renewable.</p> <p>This award was established by a charitable bequest from the late Donna Sleeth (1947-2021). Donna graduated from York University with a Bachelor of Social Work in 1983, and a Master of Social Work from the University of Toronto in 1991.</p>	Graduate	Liberal Arts & Professional Studies	\$1,000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Dr. Doris M. Nicholls Scholarship	<p>The Dr. Doris M. Nicholls Scholarship has been established under York's Special Program for Women in Science to benefit PhD students in the Biology program who identify as women. The scholarship will be granted to those who deliver an exceptional publication or other significant scholarly accomplishment. Recipients must demonstrate a minimum A average.</p> <p>This award was established by a bequest from the late Professor Emeritus Biology, Doris M. Nicholls. Professor Nicholls earned four degrees at Western University - Bachelor of Science, Master of Science (both in Botany), MD cum laude with two gold medals and a PhD in Biochemistry. She and her husband, Professor Ralph Nicholls, Distinguished Research Professor Emeritus of Physics, were recruited to York University in 1965 to help establish the new university, to teach and to conduct research, which they continued to do well into the 2000s. As Professor Emerita of Biology at York University, Professor Nicholls taught and mentored many graduate students throughout the years. She was regarded as a quiet, very intelligent and caring professor who was available always for her students.</p>	Graduate	Science	Varies	Endowment
Dr. Istvan Fogarasi Kenaidan Contracting Bursary	<p>Dr. Istvan Fogarasi was born and educated in Budapest Hungary and immigrated to Canada with a PhD in Civil Engineering.</p> <p>Istvan spent 24 years of his career in leadership at Kenaidan. His tenacity and dedication resulted in him developing innovative engineering solutions that contributed to many successful construction projects.</p> <p>As a leader, Steve's patient and diplomatic approach made him a great mentor and so it is fitting that this award is established in his memory.</p> <p>The Dr. Istvan Fogarasi Kenaidan Contracting Bursary will support undergraduate students enrolled in the Civil Engineering program at the Lassonde School of Engineering. The recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need. Preference will be to award 50% of the awards in any year to female students.</p>	Undergraduate	Lassonde	\$1,750	Endowment
Dr. Kenneth McBey Graduate Fellowship in Management	<p>The Dr. Kenneth McBey Graduate Fellowship in Management will be awarded to an incoming or continuing Masters or Doctoral graduate student who best demonstrates outstanding voluntary services to Canada and the community. It will be awarded annually, on a rotating basis to a student in one of the following graduate programs: Disaster &amp; Emergency Management, Human Resources Management, or Public Policy Administration and Law respectively.</p> <p>This fellowship is established by Elizabeth (Betty-Anne) McBey, in loving memory of her late husband, Dr. Kenneth McBey. Prof. McBey was an admired instructor and mentor during his many years as a professor of business at York University.</p>	Graduate	Liberal Arts & Professional Studies	\$4,000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Dr. Sylvester & Pauline Chaung Bursary	The Dr. Sylvester & Pauline Chaung Bursary will be awarded annually to entering undergraduate students in a technology and/or entrepreneurship-based program at Markham Campus. Recipients must demonstrate financial need and be in good academic standing. The bursary is renewable as long as the student maintains financial need and good academic standing in a technology and/or entrepreneurship-based program at Markham Campus. This award was established through a generous donation by AWIN (HSC Holdings Inc.).	Undergraduate	Markham	Varies	Endowment
Dymond Prize	<p>The Dymond Prize will be awarded annually to a student who demonstrates outstanding performance in the graduate level course, Theory of Computing &amp; Scientific Computing.</p> <p>The Dymond Prize is in recognition of retired EECS faculty member Professor Emeritus Patrick Dymond, contributions to the Department of Electrical Engineering and Computer Science in the Lassonde School of Engineering. As a long-serving faculty member Professor Emeritus Dymond, had a profound influence on the work of graduate students in the School and this award is in reflection of this.</p>	Graduate	Lassonde	\$500	Termed Award
Eduardo Marcos Bursary	<p>The Eduardo Marcos Bursary will be awarded annually to entering or continuing undergraduate students studying French Studies and/or Political Science at York University's Glendon Campus. Recipients must demonstrate financial need and be in good academic standing (a minimum gpa of 6.0 for continuing students, or 70% for entering high school students).</p> <p>This bursary was established by Ana Marcos (BA '96 &amp; BA '04), in loving memory of her late husband, Eduardo Marcos (BA '72). Eduardo emigrated from Portugal in 1959. He attended Glendon College (York University) and the University of Windsor. Eduardo became a lawyer in Toronto and spent over 30 years serving the community. He was a family man who valued honesty, integrity, and action. Eduardo enjoyed nature and culture, especially time at the lake, and listening to Fado (Portuguese soul music). He remembered his time at Glendon College fondly. Eduardo would be proud to have a legacy that will help other students work hard and achieve their dreams.</p>	Undergraduate	Glendon	Varies	Endowment
EMBA Leadership and Innovation Scholarship	The EMBA Leadership and Innovation scholarship is awarded to an incoming EMBA student who has demonstrated leadership through innovation in their chosen field. The student must have a competitive profile, relevant educational and/or professional accomplishments, and the potential for roles with increasing responsibility.	Graduate	Schulich	\$10,000	Operating

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Ethel and Milton Harris Entrance Scholarships at Glendon College	<p>The Ethel and Milton Harris Entrance Scholarships at Glendon, York University's bilingual campus, will be granted to entering undergraduate students who demonstrate academic excellence, financial need and are applying to Glendon from outside of Ontario. This scholarship will be renewable for up to three (3) years of full-time study provided the recipient completes a minimum of 24 credits each Fall/Winter session with a minimum sessional grade point average of 7.5. The awards will be valued at \$10,000 each.</p> <p>This scholarship was established by a bequest from the late Ethel Harris. Ethel's late husband, Milton Harris, Chairman of the Board and CEO of Harris Steel Group Inc., was committed to encouraging students from across Canada to study in Ontario to promote Canadian unity.</p>	Undergraduate	Glendon	\$10,000	Endowment
EUC Dissertation Field Research Award	<p>The EUC Dissertation Field Research Award is designed for PhD students in Environmental Studies or Geography whose primary source of graduate funding is through Teaching Assistantships but who are unable to take up a TA position in a given semester because their dissertation fieldwork requires an extended absence from Toronto.</p> <p>Students holding major internal or external awards, which provide at least \$7000 in funding per semester, are not eligible. The award will normally only be tenable in the 3rd or 4th year of a PhD program, but <u>fieldwork required at a later stage may also be considered</u>.</p>	Graduate	Environmental and Urban Change	\$7,000	Operating
Evelyn E. Curtis Award	<p>The Evelyn E. Curtis Award will be awarded to a continuing undergraduate student who identifies as Black, is enrolled in any program at the Faculty of Liberal Arts and Professional Studies and who is involved in the Caribbean community. Preference will be given to students who are involved in the Jamaican community and students with the highest financial need. Applicants must provide a short 250 word statement on their connection and/or contributions to the Jamaican and/or Caribbean community.</p> <p>The Evelyn E. Curtis Award is named in honour of the mother of York Alumni, Kaye Shaw (95/96), who passed on when Kaye was 16 years old. Evelyn was born in Jamaica, worked within a corporate structure but as an enterprising individual, she also ran her own small business. She lived by strong values, was an advocate for education and instilled the same values in her children. Evelyn would often help families with children who had housing or food insecurities. She would say that "children can't learn on an empty stomach and that education was an opportunity for a person to fish for themselves, so having access to education was extremely important". Having an award in her honour is an opportunity to show gratitude and to pay those values forward and to create an opportunity for a deserving student to utilize their York education, to fish for themselves.</p>	Undergraduate	All Faculties	\$1,000	Termed Award
Executive MBA Women Leadership and Impact Award	<p>The Executive MBA Women Leadership and Impact Award is presented to an incoming female student enrolled in the Kellogg-Schulich EMBA program. The recipient must demonstrate excellence professionally in their career and demonstrate financial need. The award is open to domestic and international students. Value: \$10,000</p>	Graduate	Schulich	\$10,000	Operating



<b>Award Name</b>	<b>Award Description</b>	<b>Study Level</b>	<b>Faculty</b>	<b>Value</b>	<b>Funding Type</b>
Experiential Education Funds	Experiential education funds	Undergraduate/	Osgoode	Varies	Operating
Experiential Learning Student Fund	The Experiential Learning Student Fund aims to support students experiential learning opportunities that occur outside or alongside their normal curricular activities.	Undergraduate/	Health	Varies	Operating
Faculty of Health International Student Entrance Scholarship of Excellence	The Faculty of Health International Student Entrance Scholarship of Excellence will be awarded to international applicants admitted to a program in the Faculty of Health with an admission average of 90% or higher.	Undergraduate	Health	\$2,000	Operating
Faculty of Science Global Engagement Funding Award	The Faculty of Science supports a wide variety of global and international experiences for science students through its Global Engagement Funding Award (GEFA) program. York Science students who want to study or participate in academic international activities abroad as part of their degree but need financial assistance can apply for the GEFA. When they return, students may be asked to share their experiences with their peers by attending a study abroad session or event.	Undergraduate	Science	\$600 - 1600	Operating
Ferdinands Family Undergraduate Entry Award for Indigenous Students	<p>The Ferdinands Family Undergraduate Entry Award for Indigenous Students will be awarded to an entering undergraduate student who identifies as Indigenous, who has demonstrated resilience in overcoming significant personal barriers in the pursuit of post-secondary education. An award will be given to one student each year to support their travel and adjustment to life in Toronto/ York University. Preference will be given to students who reside in a non-urban remote location in Canada. To be eligible, students must submit a 150-word statement describing how they hope to create positive change during their time at York University and beyond and demonstrate financial need.</p> <p>Our family is hopeful that this award will support undergraduate students who identify as Indigenous with their pursuit of post-secondary education and act as our pledge of commitment to our responsibility as Canadians to uphold the tenants of reconciliation throughout our lives, and the lives of our children to come.</p>	Undergraduate	All Faculties	\$1,500	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Gabrielle Monaghan Bursary	<p>The Gabrielle Monaghan Bursary was established by K. A. Siobhan Monaghan (LLB '84, LLM '94) to honour her mother, a lifelong learner who believed in the value and importance of education. Gabrielle completed a Bachelor of Arts degree while working as a nurse and raising four young children. Later, despite the difficult circumstances and financial challenges of being a single mother, she returned to university and earned a masters degree in Hospital Administration while continuing to work full-time to support her children. For Gabrielle, a university education was the path to personal freedom and fulfilment as well as a way to make a positive contribution to community, beliefs she instilled in her children. With her love, encouragement and unwavering support, all four of her children graduated from university.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will support JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode	Varies	Endowment
George C. Comninel Bursary for the Study of Political Theory in Historical and Social Context	<p>The George C. Comninel Bursary for the Study of Political Theory in Historical and Social Context will benefit graduate students engaged in research and related scholarly and creative activities centered on the study of political theory in historical and social contexts (the Bursary). To be eligible for the Bursary, applicants must demonstrate financial need. Preference will be granted to mature students and to those who are in the advanced stages of their graduate studies (e.g. second-year Masters students, or in the case of PhD students, 4th year or later).</p> <p>The George C. Comninel Bursary for the Study of Political Theory in Historical and Social Context honours George Comninel who was a Professor Emeritus at York University. After completing a Bachelor of Arts at Cornell University, he was an Iron Worker in his native New York City, a traveler, and a mature student who received a MA and PHD Social and Political Thought from York University. A professor in Politics for thirty years, he was known for his encyclopedic knowledge, innate kindness and warmth; he lived his belief in the importance of collegiality, teaching and service. Whats more, George was a respected Marxist scholar and lecturer. May this Bursary continue his project.</p>	Graduate	Liberal Arts & Professional Studies	\$2,000	Endowment
Glendon Bursary for Black Students	<p>Glendon strives to be a safe, equitable and welcoming environment for all students. Black students, who represent a significant portion of Glendons student population, have identified the ways in which anti-Black racism has limited access to academic resources including grants, fellowships and scholarships. In order to support Black inclusion at Glendon, Glendon is offering Black francophone students an award, with the aim of reducing financial barriers and creating a more inclusive environment. Preference will be given to Black Francophone Glendon students who demonstrate financial need.</p>	Undergraduate	Glendon	\$1,000	Operating

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Glendon Entrepreneurial Skills Passport Project Seed Funding	<p>Awarded to students entrepreneurs enroled in the Glendon GENIAL Entrepreneurial Skills Passport program. To be considered for this funding, students should:</p> <ul style="list-style-type: none"> <li>- Enrol in the ESP program and complete successfully the first two phases of the program</li> <li>- Commit to present their project to the annual Glendon GENIAL Pitch competition and to submit a report of expenses</li> </ul>	Undergraduate	Glendon	\$1,000	Operating
Glendon J.E.H. Scholarship	<p>The Glendon J.E.H. Scholarship which will be awarded annually to one or more deserving students enrolled at the Glendon Campus. Preference will be given to the following: (i) students experiencing financial need, and/or (ii) students studying Psychology.</p> <p>This fund was established through a charitable bequest from a donor who is a York/Glendon graduate who wishes to remain anonymous.</p>	Undergraduate	Glendon	Varies	Endowment
Gordon Darroch International Scholar Award	<p>The Gordon Darroch International Scholar Award will be granted annually to a full-time international Ph.D. student in any year of study enrolled in the Graduate Program in Sociology at York University. To be eligible for the award, students must be a fulltime international Ph.D. student and demonstrate outstanding academic achievement. Recipients can receive this award only once.</p> <p>The Gordon Darroch International Scholar Award was established by family, friends, and colleagues of Professor Darroch. Appointed to York in 1967, Gordon was a social historian whose research centered on population, census data, and mobility patterns. He was a celebrated and award-winning teacher who served on over 90 MA and Ph.D. committees, and who also left his mark as the Graduate Program Director in Sociology for several years. This award is for an International Ph.D. student in Sociology.</p>	Graduate	Liberal Arts & Professional Studies	\$1,000	Endowment
Graywood Developments Master of Real Estate and Infrastructure Award	<p>This donation is designated to create the Graywood Developments Master of Real Estate and Infrastructure Award to benefit entering graduate students enrolled in the Master of Real Estate and Infrastructure (MREI) program. To be eligible, students must have an incoming GPA of B+ and demonstrate financial need. Preference will be given to students who identify as Black, Indigenous or female.</p>	Graduate	Schulich	\$7,500	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Heather Gore Liddell 03 Bursary	<p>Everyone who met Heather immediately loved her. She was truly fun personified. She lived each day to the fullest and ensured people around her knew they mattered and were special.</p> <p>Heathers' relationship with Osgoode began as a law student. She graduated with an LLB in 2003. But legal practice was not for her, instead she built a career at Osgoode Professional Development as the Director of Continuing Legal Education. Her family felt creating a student award at Osgoode would be the perfect way to remember Heather and do what she loved most, help others. She was a champion for inclusion yet celebrated difference.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will support JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode	\$2,000	Endowment
Helen Freedhoff First Year Award	<p>The Helen Freedhoff First Year Award is in memory of Dr. Helen Sarah Freedhoff (January 9, 1940 - June 10, 2017). Helen was a Canadian theoretical physicist who studied the interaction of light with atoms. She was awarded a doctorate by the University of Toronto in 1965 and completed a postdoctoral fellowship at Imperial College in London. Freedhoff was the first woman appointed as a physics professor at York University where she was a model citizen of her department.</p> <p>Recipients will be domestic and/or international entering undergraduates students, admitted to the Faculty of Science, Physics and Astronomy department. To be eligible, students must have high academic achievement (minimum 80% admission average or equivalent) and include a brief 100-word statement about their passion for science.</p> <p>Recipients will receive \$5000 upon full-time enrolment to York University's Faculty of Science. Recipient will also be eligible for additional \$5000 contingent upon successful completion of a 12 week experiential component (research placement or mentorship experience), overseen by a Faculty of Science professor during the summer following the recipient's first year of study and enrolment in the following term of study.</p>	Undergraduate	Science	\$5,000	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Helen Motum Bienkowski Award for Women in Economics	<p>The Helen Motum Bienkowski Award for Women in Economics will be awarded annually to women students enrolled at the Glendon campus. Recipients must be enrolled in Economics, Business Economics, Mathematics or Biology, maintain a GPA requirement of at least a 6.0 and have completed at least one year of study. Recipients must identify as a woman, be a Canadian citizen, Permanent Resident or Protected Person and demonstrate financial need.</p> <p>The University Women's Club of North York is a thriving club founded in 1951. UWCNY has over 200 members who represent a wide variety of interests, disciplines and professional achievements. Their club aims to advocate for the improvement of the status of women, early learning and childcare, and to raise funds for local, national and international charities and women's scholarships.</p>	Undergraduate	Glendon	\$1,000	Termed Award
HP Canada Excellence Award	The HP Canada Excellence Award will be awarded to a full-time student entering the MBA in Technology Leadership at the Schulich School of Business. The award will be given to an equity deserving student who self-identifies as Black, Indigenous or Female and who demonstrates community leadership and academic achievement (minimum GPA 6.0). Valued at \$10,000.	Graduate	Schulich	\$10,000	One time
Ian Greene & Eilonwy Morgan Award	<p>The Ian Greene &amp; Eilonwy Morgan Award was created to benefit students enrolled in the MPPAL (Master of Public Policy, Administration and Law) Program. To be eligible, students must have a good academic standing (i.e. minimum B - average) and demonstrate financial need. Preference will be given to part-time students who are self-funding their education, currently working in the not-for-profit sector and/or are single parents.</p> <p>This award was established by University Professor Emeritus Ian Greene and his wife Eilonwy Morgan. They hope this award may inspire and encourage recipients to complete their degree, to make a contribution to the public in their careers, and to give back in the future.</p>	Graduate	Liberal Arts & Professional Studies	Varies	Endowment
IEP Foundation Academic Success Award	Awarded to the top three students in Fall 2023 term.	Non-degree	Liberal Arts & Professional Studies	\$500	Operating
IEP Foundation Program Fee Waiver	Funding is allocated automatically by the Internationally Educated Professional Foundation Program based on enrolment.	Non-degree	Liberal Arts & Professional Studies	Varies	Government
Igor Kim Entrepreneurship and New Firm Creation Award	The Igor Kim Entrepreneurship and New Firm Creation Award was created to benefit Master of Management (MMGT) students at the Schulich School of Business.	Graduate	Schulich	Varies	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
J.P. Hill Memorial Award for Indigenous Students	<p>The J.P. Hill Memorial Award for Indigenous Students will be awarded to an undergraduate student in their second year at the Lassonde School of Engineering. Recipients must have a minimum GPA of 6.0, self identify as First Nation, Metis or Inuit , and submit a short essay, in 500 words or less, demonstrating a history of community leadership, centered on improving and strengthening their home communities.</p> <p>The J.P. Hill Memorial Award for Indigenous Students in STEM, honours the legacy of John Peter Hill, the grandfather of Starrlee DeGrace, proud Indigenous woman and member of the Chippewas of Georgina Island First Nation. J.P. encouraged his granddaughter to chase her dreams, to pursue post-secondary education and to not put limits on her potential based on current circumstances, which is the purpose of the J.P. Hill Memorial Award.</p>	Undergraduate	Lassonde	\$1,000	Termed Award
Jamal Esmail Premji Undergraduate Nursing Global Travel Award	<p>The Jamal Esmail Premji Undergraduate Nursing Global Travel Award will be awarded annually to undergraduate Nursing students to either participate in an applied learning opportunity with a global focus, complete an 'out of bounds' integrated practicum in the North, or attend an academic conference with a global health focus to present a paper or poster as author (note: those presenting as first authors will be given priority). Applicants must be registered full-time, be in good academic standing, with limited or no access to other travel funding sources, with travel planned within 3 to 6 months after the scholarship deadline. Preference will be given to applicants who have not previously received support from this fund.</p> <p>The Jamal Esmail Undergraduate Nursing Global Travel Award was established to encourage undergraduate nursing students to engage in activities that bring a global health perspective into their learning.</p>	Undergraduate	Health	\$1,000	Termed Award
Jane A. Deighton '93 Bursary	<p>Law was a mid-life career path for Jane. She had worked successfully in business and the arts for many years but harboured an unrealized ambition to attend law school. When she reached a juncture in her life when it was the right time to shift her focus to law, she submitted her applications. Ultimately, she selected Osgoode as being the best fit. Legal education transformed her thinking and enriched her life in countless ways and for that she is grateful to the Osgoode community. With this award she hopes to provide that opportunity to others.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will support JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode	\$1,000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
John Stephenson Involvement Award	The John Stephenson Involvement Award will be granted to continuing students enrolled at the Lassonde School of Engineering who have made a significant contribution to a student club/society or in the York community through leadership or volunteering (i.e., mentorship, Engineers Without Borders, hackathons, club executive position(s), organizing community building events etc.)	Undergraduate/	Lassonde	\$1,200	Termed Award
José and Cecilia Rita Memorial Bursary	<p>In 1964, José and Cecilia Rita immigrated to Canada from Portugal with their daughter Raquel, leaving behind their small village in Portugal. José worked as a carpenter in the downtown core of Toronto, while Cecilia worked in the housekeeping department at one of the major hospitals. Despite José's grade 4 education and Cecilia's illiteracy, education was a fundamental value in the family they established together. Cecilia learned how to speak Italian and English without the written word, which was an incredible feat. José and Cecilia made sure that their daughter took advantage of the educational opportunities available to her in Toronto as she grew up, ensuring that she was fluent in English, Portuguese, and French at an early age. Raquel graduated from York University in 1985 with a Bachelor of Arts degree. Her son, Ryan, enrolled in the JD program at Osgoode Hall Law School in 2018. He graduated in 2021 and was called to the bar in 2022. Throughout their academic lives, Cecilia was a source of strength and empowerment for her daughter and grandson. She always felt fulfilled when they studied alongside her, something she had always longed for. The achievement of higher education by Raquel and Ryan was a source of significant pride for José and Cecilia.</p> <p>Raquel and Ryan are honored to establish this student award at Osgoode to recognize the importance that José and Cecilia placed on the pursuit of learning and the attainment of higher education. Through this award, they hope to assist in providing that opportunity to others.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will support JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode	\$750	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Joseph and Rebecca Slonim Scholarship	<p>The Joseph and Rebecca Slonim Scholarship will be awarded to an undergraduate mature student who has completed their 3rd year of study in any Faculty of Liberal Arts and Professional Studies degree program, with a GPA of at least 7.5. This award will be available to full-time or part-time students, with preference given to part-time students.</p> <p>This scholarship is a planned gift from Leon Elaine Slonim in memory of her parents who immigrated to Canada from Eastern Europe to create a better life for their children. After retiring from a successful career in IT, Elaine enrolled in York University as an undergraduate. Her major was Classical Studies. The experience of being a university students and studying with the excellent faculty at York University greatly enriched and enlivened Elaine's retirement years. She hopes this scholarship will serve to recognize the academic achievements of other mature students who return to the world of learning later in life.</p>	Undergraduate	Liberal Arts & Professional Studies	Varies	Endowment
Justice Fund Bursaries	<p>The Justice Fund Bursaries will be awarded to entering or continuing undergraduate Black and/or Indigenous students enrolled in any of the departments of the School of Arts, Media, Performance &amp; Design who demonstrate financial need. Preference will be given to first year students and students able to demonstrate past or current community and/or social justice work (i.e. through volunteering).</p> <p>Justice Fund is committed to collaborating with existing community organizations and partners to help them amplify their impact just as much as our own. We remain engaged with program participants and community partners for many years. By creating long-term relationships, we are working toward creating an ecosystem of support between alumni and community partners.</p>	Undergraduate	Arts, Media, Performance & Design	\$7,143	One time
KPMG Award for Black and Indigenous Students	<p>The KPMG Award for Black and Indigenous Students incoming Black and/or Indigenous students enrolled in the BBA/iBBA program. Recipients must demonstrate academic excellence and financial need. Applicants will be required to complete the Schulich Bursary Application/SFP and self-identify as Black or Indigenous.</p>	Undergraduate	Schulich	\$5,000	Termed Award
KPMG Entrepreneurial and Family Business Studies Award	<p>The KPMG Entrepreneurial and Family Business Studies Award will be granted to second-year MBA students who are specializing in Entrepreneurial and Family Business Studies. The successful candidates must demonstrate academic excellence and financial need.</p>	Graduate	Schulich	\$5,000	Termed Award
Lassonde Emergency Fund	<p>The Lassonde Emergency Fund was created to support provide emergency bursaries to Lassonde students experiencing financial hardship.</p>	Undergraduate/	Lassonde	Varies	One time
Leslie Sanders Prize for the Study of Canada	<p>The Leslie Sanders Prize for the Study of Canada has been created by the Robarts Centre for Canadian Studies to recognize a continuing Master's student whose Master-level dissertation, MRP or equivalent on a Canadian topic best advances the knowledge of Canada, transcends disciplinary boundaries, and demonstrates innovation in thought and/or methodology.</p>	Graduate	All Faculties	\$500	Termed Award



Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Mar Family Community Impact Award	<p>The Mar Family Community Impact Award will be awarded annually to students from the Jane Finch community entering their first year of any full-time undergraduate program. To be eligible, candidates must:</p> <ul style="list-style-type: none"> <li>have a demonstrated record of involvement within their high school and/or community,</li> <li>be Canadian citizens/permanent residents or protected persons, residents of Ontario, and demonstrate financial need in their student financial profile.</li> </ul> <p>Preference will be given to students who are the first in their family to attend post-secondary, and students entering from one of the following schools: Westview Centennial Secondary School, C.W. Jeffreys Collegiate Institute, Emery Collegiate Institute, Downsview Secondary School, James Cardinal McGuigan, or Monsignor Fraser.</p> <p>The award will also provide recipients with (optional) opportunities to meet with and/or be mentored by one of the donors: Raymond Mar, Professor of Psychology at York University.</p> <p>The Mar Family Community Impact Award is intended to assist a student of promising ability from the Jane Finch community who is challenged in their pursuit of a post-secondary education because of limited financial resources, and who has demonstrated an interest in aiding others in their community.</p>	Undergraduate	All Faculties	\$1,000	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Margaret Fischer '79 Bursary	<p>Margaret Fischer came to Osgoode Hall Law School from a background in social work. As a law student she was known for her strong intellect and work ethic, but also for her kindness to, support of, and compassion for her classmates. After graduating in 1979, Margaret began her legal career with the Toronto law firm Singer Kwinter, where she articulated and practised family law. She then moved to the City of Toronto, and later to the Municipality of Metropolitan Toronto as a solicitor in the Real Estate Department. She became the Director of Real Estate Law for the City of Toronto upon amalgamation of Toronto's municipalities in 1998.</p> <p>Margaret's passion was her family, especially her daughter and infant granddaughter. She also delighted in spending time with her wide circle of friends, tending to her enormous gardens, and travelling. Sadly, her retirement plans were cut short by her death from cancer in November 2022.</p> <p>Margaret supported community engagement and development, along with social equity initiatives. This bursary is established by her law school friends and family, in memory and recognition of her indomitable spirit and her belief that for every life challenge there is a solution.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode	\$1,200	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Maria Stea Memorial Award	<p>The Maria Stea Memorial Award was created to benefit graduate student researchers affiliated with the Centre for Bee Ecology, Evolution and Conservation (BEEc).</p> <p>As an eternal tribute, the Maria Stea Memorial Award celebrates the unwavering dedication and tireless work of a remarkable individual in support of research at the York University Faculty of Science, especially in the area of bee systematics. This prestigious accolade serves as a testament to the indelible mark left by Maria Stea on our hearts and the profound impact she made on the faculty during her time with us.</p> <p>This annual award honors 2nd year Masters or PhD students who display an unyielding commitment to the field of melittology with a preference for those working on collections-based research. It recognizes those who have achieved outstanding academic results, and who have demonstrated an exceptional aptitude for this area of study. Above all, the recipient will exemplify the qualities that made Maria so special: a boundless spirit, a relentless pursuit of excellence, and a genuine desire to make a positive difference.</p> <p>If no qualified student performing collections-based research is available, the award can be made to a 2nd year Masters or PhD student conducting research in any area of bee biology with a preference for bee conservation biology.</p> <p>All recipients of this award should acknowledge receiving it in their thesis and in any publications or presentations resulting from the time during which they received the funds.</p>	Graduate	Science	Varies	Endowment
Michael Bordt Scholarship	<p>The Michael Bordt Scholarship has been created to benefit Masters or PhD students in the Faculty of Environmental and Urban Change at York University. This scholarship supports research undertaken by a masters or doctoral student who, through their choice of course work and research program, clearly demonstrates an interest in applying informatics (computer hardware and/or software) to the development/analysis of environmental statistics. Examples of relevant course work/research include application of geographic information system software, database design/analysis and data collection using remote sensing techniques. Applicants will be judged on their demonstrated interest in applying informatics to environmental statistics as reflected in a 500-word statement about their course work and research activities. Applicants must be Canadian Citizens, Permanent Residents or Protected Persons and must demonstrate academic excellence in either the MA, MSc, MES or PhD program in Faculty of Environmental and Urban Change.</p> <p>Established in honour of Dr. Michael Bordt (MES, York, 1978; PhD, Geography, University of Ottawa, 2015) to mark his worldwide contributions to the development of environmental statistics through the application of informatics, this scholarship supports students enrolled in the Master or Doctor of Philosophy in Environmental Studies programs at York University.</p>	Graduate	Environmental and Urban Change	\$1,000	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Michelle Hughes Memorial Black Leadership Award	<p>The Michelle Hughes Black Leadership Award is in memory of Michelle Hughes who was a long-time employee of Schulich School of Business at York University. The award will be given annually to an incoming Black student in the Master of Management Program with demonstrated community leadership. The award is helping create a legacy for Michelle who was committed to advocacy and making business school education more inclusive and accessible for individuals from Black communities. Value: \$1,000.</p> <p>Michelle Hughes was a loyal and well-loved colleague at the Schulich School of Business and who was the Recruitment and Communications Coordinator for the Master of Management program and the Master of Accounting Program at the time of her passing. Michelle was a proud and devoted mother, a loving wife, a good friend, and a caring mentor to many of the students she helped and got to know her so well. Michelle was committed to making business education more inclusive and accessible for individuals from Black communities.</p>	Graduate	Schulich	\$1,000	Endowment
Mirha Juma Memorial Award	<p>The Mirha Juma Memorial Award will be awarded to a BBA/iBBA student in their third or fourth year of studies. Established by the Undergraduate Business Society (UBS) at the Schulich School of Business and supported by the Schulich community, this award was created in memory of Mirha Juma, who passed away suddenly during the first year of her studies in the iBBA program.</p>	Undergraduate	Schulich	\$1,000	Termed Award
Ontario eSports Scholarship	<p>The Ontario eSports Scholarship is an award provided to Ontario postsecondary students in video-gaming and related programs at participating institutions.</p> <p>This scholarship will offer financial assistance to high-achieving students with financial need enrolled in programs related to the video-gaming industry that may lead to a career in the video-gaming or eSports fields.</p>	Undergraduate	Lassonde and Arts, Media, Performance and Design	Varies	Government
Patricia Bailey Memorial Bursary	<p>The Patricia Bailey Memorial Bursary to benefit entering undergraduate students pursuing a degree in the Visual Art &amp; Art History department, in the School of the Arts, Media, Performance &amp; Design. To be eligible, students must demonstrate financial need and be in good academic standing. Preference will be given to students who demonstrate community leadership (i.e. volunteering, activism, etc.).</p> <p>Pat Bailey was the founding Artistic Director of the Claude Watson School for the Arts, Spring Garden Campus in 1981. Her vision of arts education and her commitment to student achievement made it possible for children to excel in artistic expression in order to become contributing members of the artistic community at large. As a visual artist, Miss B had a keen eye for potential and design, and to this end, the Patricia Bailey Memorial Bursary has been established to recognize a student who intends to pursue a degree in Visual Arts and who exhibits the leadership qualities so fondly cherished and admired in Miss Bailey.</p>	Undergraduate	Arts, Media, Performance & Design	\$2,031	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Praise Ayorinde Scholarship for International Students	<p>The Praise Ayorinde Scholarship for International Students will be awarded to entering or continuing undergraduate international student with a minimum grade of 80% (for entering students) or a minimum grade point average of 7.5 (for continuing students). To be eligible, applicants must be enrolled in a program within the Lassonde School of Engineering, and must have graduated from a high-school or post-secondary institution in Africa. Preference will be given to students who demonstrate financial need.</p> <p>Praise Ayorinde is a YorkU Alumni that graduated from Lassonde with a degree in Computer Science and Psychology. She came to study in Canada as an international student from Nigeria in 2013. She is currently working as a software engineering manager at Amazon. Praise created the "Praise Ayorinde Scholarship" because she understands some of the struggles of international students, and wanted to give back and help similar students from Africa with financial needs.</p>	Undergraduate	All Faculties	\$1,000	Termed Award
Professional LLM Prize in Taxation Law	<p>The Professional LLM Prize in Taxation Law was created to commemorate the 30th anniversary of Osgoode Professional Developments Professional Masters of Law specializing in Taxation. The prize was inaugurated on May 25, 2023 at an anniversary celebration in honour of former long-time program directors Neil Brooks and Scott Wilkie. This prize is intended to continue to inspire thought leadership in Tax Law embodied by speakers at the 30th anniversary: Heather Evans; The Honourable K.A. Siobhan Monaghan; and The Honourable Marc Noël, Chief Justice of the Federal Court of Appeal. This prize will be awarded annually to a student with the best graduate paper in a Taxation Law course, based on nominations from the course instructor(s) and as determined by the academic directors.</p>	Graduate	Osgoode	\$500	Operating
PureFacts PureScholars Award	<p>Established by PureFacts Financial Solutions, the PureFacts PureScholars Award was created to celebrate and nurture the next generation of business leaders. Each year, the award is given to an incoming BBA/iBBA student who demonstrates academic success, financial need, and community involvement. Each recipient will have the opportunity to partner with a mentor from PureFacts to guide them through their educational career and help them secure employment. Value: \$5,000.</p>	Undergraduate	Schulich	\$5,000	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Rajeev Vijan '14 (LLM) Bursary	<p>The Rajeev Vijan '14 (LLM) Bursary will be awarded annually to a student in the LLM Common Law program at Osgoode Hall Law School.</p> <p>Rajeev Vijan was everyone's friend. As a court clerk in Old City Hall for over a decade, he was a legend, known for his kindness, compassion and humour. Few people knew of his health issues that troubled him throughout his life. Rajeev was born with Villous Atrophy and at the time of his birth, it did not have a cure. The uniqueness of his affliction required innovative treatments and procedures to ensure he had a chance at living a "normal" life. Humble to the core, in his adolescent and adult years, Rajeev was grateful for any opportunity to prove that he was not defined by his affliction.</p> <p>In 2014, he graduated from Osgoode with an LLM degree with a specialization in Canadian Common Law. He finally achieved his dream of becoming a criminal lawyer. His clients were always the most vulnerable of our society and he actively worked to change the course of their lives. He was so dedicated to his clients that during the COVID-19 pandemic, he put aside his personal vulnerability and continued to meet his clients in person. Sadly, he contracted the disease and despite the valiant efforts of his care medical teams at Cortellucci Vaughan Hospital and Toronto General Hospital, he succumbed to the illness. He was 43 years old.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and supports LLM students in Canadian Common Law with financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Graduate	Osgoode	\$3,000	Endowment
Sarfraz Visram Undergraduate Finance Award	<p>The Sarfraz Visram Undergraduate Finance Award will provide an annual award to a student that has completed their third year at Schulich, with a stated specialization in Finance. The award recipient will have the top average grade in third year finance courses (currently FINE 3100 and FINE 3200).</p> <p>Should multiple students achieve the same grade, then the Award will be granted first with preference to the eligible applicant with the highest cumulative GPA, and then to the eligible applicant that demonstrates top cumulative GPA and the greatest financial need. The award recipient will also be invited for a day on Bay Street to meet with top professionals in Canadian finance.</p> <p>This award was established by Sarfraz Visram (BBA 98) who credits his undergraduate education at Schulich for providing a solid grounding upon which he launched his multi-decade career in Finance.</p>	Undergraduate	Schulich	Varies	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Schulich Startup Night Award - Alumni Category	The Schulich Startup Night Award (Alumni Category) valued at \$25,000, will be awarded to the winning team along with extensive promotion and access to exclusive mentorship opportunities. Eligible candidates include Alumni from all Schulich Programs (BBA, Masters and EMBA) who graduated longer than 18 months ago.	N/A	Schulich	\$25,000	Termed Award
Schulich Startup Night Award - Student Category	The Schulich Startup Night Award (Student Category) valued at \$25,000, will be awarded to the winning team along with extensive promotion and access to exclusive mentorship opportunities. Eligible candidates include current students from all Schulich Programs (BBA, Masters and EMBA).	Undergraduate/	Schulich	\$25,000	Termed Award
Schulich Student in Crisis Bursary	The Schulich Student in Crisis Bursary has been established to benefit Schulich undergraduate and graduate students who have financial need and have evidenced significant emotional distress. This bursary is designed to assist students who have been placed in serious financial difficulty due to sudden and unexpected situations. Students must demonstrate unforeseen financial need as demonstrated by completing a bursary application and providing a short submission (less than 500 words) regarding the unforeseen crisis. Unforeseen circumstances could be as follows (but not limited to): war; economic crisis; fleeing persecution; deaths and medical challenges; etc.	Undergraduate/	Schulich	Varies	Operating
Shayam Kaushal Memorial Bursary	<p>The Shayam Kaushal Memorial Bursary will be awarded annually to an entering undergraduate student registered in the Bachelor of Commerce program within the Faculty of Liberal Arts and Professional Studies who demonstrates financial need. Preference will be given to Black and Indigenous students.</p> <p>This award is in memory of Shayam Kaushal. Shayam graduated from York University where he was actively involved in student government and athletics as a champion tennis player.</p>	Undergraduate	Liberal Arts & Professional Studies	\$5,000	Termed Award
Simon and Elsie Wildeboer Award	Rob Wildeboer created this award in memory of his parents, who were both immigrants from the Netherlands, who came to Canada in part to honour Canadas role in the liberation of the country in World War II. His parents loved this country and were fully supportive of their children becoming strong citizens, working to making lives better in whatever they did. They were supportive of the law and human rights, understanding the value of the freedom that Canada provided. Their three sons were all involved with the law, two as policemen. Rob Wildeboer graduated from the LLB/MBA program at Osgoode in 1985, as gold medalist for the class. In his legal career he worked for the Ontario Securities Commission, as a lawyer at Stikeman Elliott, and co-founded Wildeboer Dellelce LLP. In 2018 he was awarded the Hennick Centre Award for Career Achievement. For several years he taught courses at Osgoode in law and business. The award will be offered to a student enrolled in the JD program who has demonstrated financial need and maintained good academic standing with preference given to a new immigrant to Canada or first-generation Canadian.	Undergraduate	Osgoode	Varies	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Susan Bascillo Award for Black Single Parents in Social Work	<p>The Susan Bascillo Award for Black Single Parents in Social Work will be awarded to a continuing undergraduate student enrolled in the Bachelor of Social Work program, who identifies as Black and is a single parent. Preference will be given to students who demonstrate financial need. Recipients can receive this award only once</p> <p>Susan Bascillo is a Toronto based Psychotherapist and Community Educator who moved from Trinidad to Canada at 30 as a single mother. While raising her children, Susan completed her undergraduate degree at York University in Social Work before moving onto her Masters in Health and Mental Health at the University of Toronto. She has been committed to supporting those in her community and has continued that dedication by setting up an award to support the next generation of Black single parents in Social Work.</p>	Undergraduate	Liberal Arts & Professional Studies	\$1,000	Termed Award
Susan Wong and Markham Centre Realty Inc. Scholarship for Indigenous Students	The Susan Wong and Markham Centre Realty Inc. Scholarship for Indigenous Students will be awarded annually to Indigenous students enrolled at the Markham campus. To be eligible, applicants must identify as Indigenous, have a minimum admit average of 80% and demonstrate financial need.	Undergraduate	Markham	\$1,000	Termed Award
Syria and Türkiye Emergency Student Support Fund	The Syria and Türkiye Emergency Student Support Fund has been created to provide essential financial assistance for students affected by the recent earthquake in Syria and Türkiye, including but not limited to involuntary displacement, destruction of homes, and loss of work. Recipients must be a registered full-time student or a newly admitted student, or a student that has accepted an offer of admission as a transfer student to an undergraduate or graduate program on a full-time basis at York University for the upcoming academic year.	Undergraduate/	All Faculties	Varies	One time
Taiwan Entrepreneurs Society Taipei Toronto Award	The Taiwan Entrepreneurs Society Taipei Toronto Award was created to benefit a student enrolled in a Markham Campus STEM program (science, engineering, finance, etc.) that demonstrates leadership and involvement in the Taiwanese community locally or internationally. If there is no eligible student from Markham Campus, any student from York University that fits the criteria may be considered. The award has been established by Taiwan Entrepreneurs Society Taipei/Toronto.	Undergraduate/	Markham	Varies	Endowment
TD Insurance Indigenous and Black Student Bursary	The TD Insurance Indigenous and Black Student Bursary will be awarded to an entering undergraduate student who identifies as Indigenous or Black and demonstrates the greatest financial need. The bursary will support a student throughout their academic career from their first year to their fourth year and is renewable for up to three years, provided the recipient continues to demonstrate financial need.	Undergraduate	All Faculties	\$5,000	Termed Award
The Anna Maria Ewing, MBA '88 Women in Tech Leadership Award	The Anna Maria Ewing, MBA '88 Tech Leadership Award will be awarded to a Tech MBA candidate who has achieved academic excellence (B) and demonstrates financial need. Preference is given to a female student.	Graduate	Schulich	\$5,000	Termed Award



Award Name	Award Description	Study Level	Faculty	Value	Funding Type
The Becky Lee Religion and Gender Essay Prize	The Becky Lee Religion and Gender Essay Prize is awarded in the Fall term to an outstanding paper on the subject of Religion and Gender submitted for grading in a Religious Studies course in the previous academic year.	Undergraduate	All Faculties	\$150	Operating
The Bennett Family Award for Black and Indigenous Students	The Bennett Family Award for Black and Indigenous Students will be available to students who identify as Black and/or Indigenous. Recipients must have a 75% admission average be Canadian citizens, permanent residents or protected persons and residents of Ontario who demonstrate financial need. The award is renewable for 3 additional years provided the recipient maintains a 6.0 sessional GPA. This scholarship cannot be held in conjunction with another renewable entrance scholarship, the York University Automatic Entrance Scholarship or the York University Continuing Student Scholarship.	Undergraduate	All Faculties	\$7,500	Endowment
The Bennett Family Graduate Scholarship for Black and Indigenous Students	The Bennett Family Graduate Scholarship for Black and Indigenous Students will be open to graduate students who identify as Black and/or Indigenous. Recipients must have a minimum GPA of 7.5 or A, and be Canadian citizens, permanent residents or protected persons and residents of Ontario who demonstrate financial need. Master's scholarships will be renewable for an additional year, and Doctoral scholarships are renewable for an additional 3 years, provided the recipient has maintained satisfactory progress.	Graduate	Graduate Studies	\$20,000	Endowment
The Bernard Luk Award for Academic Excellence	<p>York University Professor, Bernard Luk, was an internationally recognized authority on the history of Hong Kong and dedicated leader within the York University and Founders College community. Bernard was also a long serving Fellow of Founders College. As a College Fellow, Bernard contributed greatly to the Founders community. Always among the first Fellows to volunteer and give his support to the Colleges initiatives and programming, his genuine concern for the well-being of Founders College students positively impacted the lives of countless students and alumni. Bernards calm and caring nature made him a pillar of Founders Community and his constant presence at the College enriched the lives of all of the students, alumni, faculty, and staff who got to know him over the years.</p> <p>In memory of Professor Luk, this award honours students who have made substantial GPA increases during their time of study and have also demonstrated involvement in our York and Founder's College communities.</p>	Undergraduate	Liberal Arts & Professional Studies	\$1,000	Annual
The Bill Graham (MBA '86) Global Leadership Award	In recognition of Bill Grahams loyal and dedicated ambassadorship of the Schulich School of Business, alumni and friends have established the Bill Graham (MBA 86) Global Leadership Award to support incoming domestic and international students who have been admitted into a graduate program at the Schulich School of Business. Recipients of the award will have demonstrated commitment to important global issues such as the environment, sustainability, and governance, as well as demonstrate academic excellence (minimum 6.0 GPA, B+) in previous studies and financial need.	Graduate	Schulich	\$1,000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
The Courtshake Bursary Fund for Film Criticism and Screen Writing	<p>The Courtshake Bursary Fund for Film Criticism and Screen Writing will be awarded annually to an undergraduate student in Cinema and Media Arts (CMA) in the School of the Arts, Media, Performance &amp; Design. Recipients must be in good academic standing and demonstrate financial need. Preference will be given to students demonstrating an interest in film criticism or screenwriting.</p> <p>Coming from a long line of artistically-gifted ancestors, Court Jarrell became a self-made musician and song writer, actor, comedian, script writer and movie reviewer. His unassuming ways, wit, humour and kindness not only drew people to him but acted as a catalyst amongst friends. An encyclopedic knowledge of movies, directors and actors, in addition to his deep grasp of the human condition, shaped his 756 reviews of movies, TV series and a handful of podcasts on his YouTube channel, Courtshake. Our family's hope in creating this fund in Court's memory is to inspire and aid students with flair and financial need to pursue their dreams.</p>	Undergraduate	Arts, Media, Performance & Design	\$1,000	Endowment
The Dr. Anthony Szeto Graduate Scholarship in Earth and Space Science	<p>The Dr. Anthony Szeto Graduate Scholarship in Earth and Space Science was created to benefit an entering or continuing full-time graduate student enrolled in the Earth and Space Science program. To be eligible, entering students must have exhibited outstanding academic achievement (minimum GPA of an A (or equivalent) in the last two years of full-time studies), continuing students must demonstrate a high level of research and academic performance and good communication skills as demonstrated through participation in teaching, presentations (conferences/seminars), or the publishing of research papers. Preference will be given to first year students; however continuing students will be considered if there are no suitable incoming candidates. Consideration will be given to a statement of personal values and lifelong goals.</p>	Graduate	Science	\$10,000	One time
The Dr. Louise A. Hartley Graduate Psychology Award	<p>The Dr. Louise Hartley Graduate Psychology Award is open to domestic students in years 3 and 4 of the PhD Psychology Program who have been actively involved with the York University Psychology Clinic and shown initiative in clinic innovation and a dedication to service delivery. Two students will be selected each year from each of the Clinical Developmental Psychology and Clinical Psychology streams. Preference will be given to graduate psychology students who are part of the Clinics Student Advisory Committee.</p>	Graduate	Health	\$500	Operating
The Freia & John A. Heber Graduate Business Scholarship	<p>The Freia &amp; John A. Heber Graduate Business Scholarship will be awarded to an incoming full-time graduate students (MBA, PhD) at the Schulich School of Business who demonstrates academic excellence (minimum A- average or equivalent) in previous studies and if applicable, an above average GMAT or GRE score.</p> <p>For twenty years, John A. Heber worked in York University's Department of Finance serving as Comptroller for eight years. Understanding the importance of higher education, Mr. Heber and his wife, Freia (née Kaiser) Heber have established this fund through a bequest to York University.</p>	Graduate	Schulich	\$10000 - \$20000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
The Freia & John A. Heber Graduate Science Scholarship	<p>The Freia &amp; John A. Heber Graduate Science Scholarship will be awarded to full-time graduate student (MSc. or PhD) studying in the Faculty of Science, who demonstrate academic and research excellence (A average). Preference will be given to students whose research involves basic discovery science into the aging process of the eye. This may include but is not limited to macular degeneration, retinal repair and/or regeneration, or vision-related basic (fundamental) research. Secondary preference will be given to Faculty of Science students whose research involves the science of processes or diseases related to aging. Tertiary preference will be given to Science students in a basic life sciences research area. Preference for subsequent awarding will always be granted to the current recipient of the scholarship, as long as they continue to make satisfactory academic progress and meet the eligibility requirements.</p> <p>For twenty years, John A. Heber worked in York University's Department of Finance serving as Comptroller for eight years. Understanding the importance of higher education, Mr. Heber and his wife, Freia (née Kaiser) Heber have established this fund through a bequest to York University.</p>	Graduate	Science	\$10000 - \$20000	Endowment
The Gayle and Brian Clow Bursary	<p>The Gayle and Brian Clow Bursary will be awarded to a student enrolled in any year of study and majoring in any humanities-related discipline at York University's Glendon Campus (such as but not limited to: English, French Studies, Translation, Linguistics, History, Political Science, Economics, Drama and Creative Arts, Philosophy, Communications, Psychology, Sociology, Linguistics and Language Studies, or International Studies). Recipients must demonstrate financial need.</p> <p>This bursary was established by Gayle ad Brian Clow to help support future generations of Glendon students. Brian graduated from Glendon in 1967 with a BA, and an MA from York in 1989 in English. He enjoyed the breadth and variety of his courses and taught English in high school for over 30 years. He also taught a course at York for six years.</p>	Undergraduate	Glendon	\$1,000	Termed Award

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
The Kevin Jackson Disability Activism Award	<p>The Kevin Jackson Disability Activism Award was created to benefit entering or continuing students registered in the full- or part-time MA or PhD Program in Critical Disability Studies, who have participated in, or contributed to, disability justice activism and/or solidarity across disability movements. To be eligible, students must demonstrate financial need and be in good academic standing. Students must submit a 250-word statement outlining their relationship(s) with disability (disclosure of diagnosis/condition not required) along with their activist work in disability justice, as well as a letter of reference from an organization or an individual, who is arms length from the applicant, attesting to the applicants participation and contributions to disability justice activism and/or solidarity across disability movements.</p> <p>Kevin Jackson was a valued and beloved mad activist, scholar, friend, and colleague in the Critical Disability Studies program; he also furthered connections with other disability justice and activist communities in Toronto and beyond. For decades Kevin had dedicated his labour, creativity and passion to cross-disability activism and seeking justice often denied to disabled and racialized peoples as well as many others. This award is established as one way to remember Kevin and continue the important work he was a part of: cultivating solidarity, working across difference, and collective liberation.</p>	Graduate	Health	\$1,000	Annual
The Marin Elizabeth Wallace Independent Living Award	<p>The Marin Elizabeth Wallace Independent Living Award will be awarded annually to an entering or continuing full-time student enrolled in a program in the Faculty of Liberal Arts and Professional Studies who is also receiving support from a registered disability pension such as; ODSP, ADSP etc.</p> <p>The Marin Elizabeth Wallace Independent Living Award has been established in loving memory of Marin Elizabeth Wallace, who passed away in 2020. Marin Elizabeth Wallace was an alumnus of York University receiving her BA in English in 2005. Marin Elizabeth Wallace was a committed York University student and graduate who also wrote and edited for Excalibur.</p>	Undergraduate	Liberal Arts & Professional Studies	Varies	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
The Morris Wolfe Bursary for Examining the Role of Media in Society	<p>The Morris Wolfe Bursary for Examining the Role of Media in Society was established to benefit graduate students from any Faculty or program who are studying the influence of media on society. Recipients must demonstrate financial need; however, preference will be granted to students who demonstrate both academic excellence and financial need. Morris Wolfe (1938-2021) was a prominent cultural nationalist Canadian writer whose thoughts about media were published in regular columns Saturday Night and The Globe and Mail, and in book form in Jolts: The TV Wasteland and the Canadian Oasis (1965). Wolfe advocated for and wrote about Canadian media in A Saturday Night Scrapbook (1973), Signing On: The Birth of Radio in Canada (1982), and a 3-record compilation, Fifty Years of Radio (1986). He was a frequent guest on programs such as As it Happens, Morningside, and Canada AM, and in 1981 undertook a series of retrospective interviews with all living Massey lecturers for Ideas.</p> <p>Recipient of numerous Ontario Arts Council and Canada Council grants, a National Magazine Award (1979), and a Canadian Association of Journalists award for investigative journalism (1994), Wolfe was a voracious reader, editor of collections of Canadian writing, and frequent reviewer who counted among his many influences Jacques Ellul, and Neil Postman. Wolfe was for 30 years a part-time teacher of film history at OCA (now known as OCAD), and a supporter and friend to generations of students. Through Grubstreet books and volunteer work with Toronto's marginalized communities, he helped many tell their own stories. His writing earned a message of universal respect: for women, children, the mentally ill, the economically challenged, the immigrant. Above all, as a lover of words and ideas, he was deeply concerned that media were becoming superficial and addictive, and that social media were affecting our ability as a society to pay attention to complex and important ideas.</p>	Graduate	Graduate Studies	Varies	Endowment
Underdog Scholarship for Design Excellence	<p>The Underdog Scholarship for Design Excellence will be awarded annually to the most promising 3rd year Design undergraduate student who is continuing into their 4th year. Recipients will be selected based on their year end performance from their previous year. Preference will be given to those focusing on motion design or branding.</p> <p>Underdog Studio, founded by York Design alum Brendan Weaver, aims to support promising up and coming designers with this scholarship. Underdog believes that work ethic is foundational to design success and this award looks to encourage and reward the hardest working designers in the DESN program. This scholarship represents recognition of next level quality work and dedication to achieving design excellence.</p>	Undergraduate	Arts, Media, Performance & Design	\$1,000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Walk With Excellence Award	This award has been created to mark the 10th year anniversary of the Walk With Excellence. One student will be selected from each participating school (Emery, Westview, CW Jeffrys, Downsview, and McGuigan). The recipients must exemplify "walking with excellence" demonstrated by: leadership among peers, being a community builder at school and/or in their neighbourhoods, taking initiative, demonstrating perseverance and creativity. Consideration will also be given to demonstrated financial need.	Undergraduate	All Faculties	\$2,000	Operating
Walter and Helen Bienkowski Award for Women in Economics	<p>The Walter and Helen Bienkowski Award for Women in Economics will be awarded annually to women students enrolled at the Glendon campus. Recipients must be enrolled in Economics, Business Economics, Mathematics or Biology, maintain a GPA requirement of at least a 6.0 and have completed at least one year of study. Recipients must identify as a woman, be a Canadian citizen, Permanent Resident or Protected Person and demonstrate financial need.</p> <p>The University Women's Club of North York is a thriving club founded in 1951. UWCNY has over 200 members who represent a wide variety of interests, disciplines and professional achievements. Their club aims to advocate for the improvement of the status of women, early learning and childcare, and to raise funds for local, national and international charities and women's scholarships.</p>	Undergraduate	Glendon	\$1,000	Termed Award
Wawanesa EDI Award	The Wawanesa EDI Award has been established to encourage York students who have been accepted into, and are beginning their studies in, the York Seneca Rehabilitation Program to think about Equity, Diversity and Inclusion issues in their future careers.	Undergraduate/	Health	\$1,000	Termed Award
YUSA Undergraduate Research Award at the GLRC	The YUSA Undergraduate Research Award at the GLRC will be awarded to a third- or fourth-year student in the Faculty of Liberal Arts & Professional Studies who is engaged in, or interested in engaging in, research related to critical issues concerning work, employment, and/or labour. The student will conduct research and related activities over an eight-month period and will receive guidance/mentorship from a GLRC-affiliated faculty member. The recipient will also receive additional mentorship opportunities from the GLRC and YUSA and will be invited to participate in professional development activities as appropriate.	Undergraduate	Liberal Arts & Professional Studies	\$4,500	Annual

**APPENDIX B: AWARD FUNDING DEFINITIONS**

Endowments	<p>The award is funded by investment income from a principal amount permanently established at the University.</p> <p>The interest rate is set annually by York University; the interest earned on endowments can change from year to year. The annual interest transfer amounts are typically confirmed after June of each year.</p> <p>Funds donated for an endowed award must sit for one full fiscal year (May 1st to April 31st) to accrue interest. Interest generally becomes available for disbursement the following May. For example, interest from donated funds that are received in September 2015 would not be made available for disbursement until after May 1, 2017. In some instances, the donor may choose to provide expendable funding to allow for the award to be granted prior to the release of the first interest payment.</p> <p>If a donor pays his/her donation in installments, the Division of Advancement will hold the pledge payments in an expendable account until the minimum amount of \$25,000 is reached at which time the funds are endowed.</p>
Annual Payments	<p>The award is funded by the donor via a yearly gift equal to the value of the award. Most annual donors provide their yearly amounts ahead of the award being disbursed. There are some instances where the award is granted before the funding is received. In most cases, pledge reminders for annual donations are sent out by Advancement Services, Division of Advancement.</p>
Term Awards	<p>The award is funded for a specified number of years and the donor pledges to provide funds for the value of the award for this specified time. Funding for termed awards could be donated in one lump sum or could be provided on an annual basis.</p>
One-Time-Only	<p>A donation is received to fund an award once.</p>
Government	<p>Funding is provided by the Federal or Provincial government.</p>
Operating	<p>The award is funded by a York University operating account.</p>
Transcript Notation	<p>Award bears no monetary value but is recorded on the recipient's transcript.</p>
External	<p>The award is funded by an external funding agency (i.e., AUCC, Rhodes Scholarship, NSERC). There are two models for external awards:</p> <ul style="list-style-type: none"> <li>A. York University selects the recipient, and notifies the external funding agency, which in turn disburses the funds directly to the recipient.</li> <li>B. Students apply directly to the external funding agency, which selects the recipient.</li> </ul> <p>Type B external awards are not typically posted to student accounts and are not listed as an official University award. Exceptions include the <i>Queen Elizabeth II Aiming for the Top Scholarship</i> and prestigious scholarships such as the <i>Rhodes Scholarship</i>.</p>



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# **Faculty of Graduate Studies**

## Report on Graduate Awards, 2023-24

June 02, 2024

Dr. Cheryl van Daalen-Smith. Associate Dean, Academic



## Overview

This report provides a summary of graduate award disbursement for fiscal year 2023 - 2024 (May 1, 2023, to April 30, 2024), as well as the statistics of major external graduate scholarship and post-doctoral fellowship adjudication (competitions taking place in 2023 – 2024). Where possible, we included the data for the five previous years to show trends. Disbursement data (Sections 1 and 2 of External Award Trends as well as Internal Award trends) are compiled from statistics provided by OIPA, while competition results are based on FGS internal data.

## External Award Trends

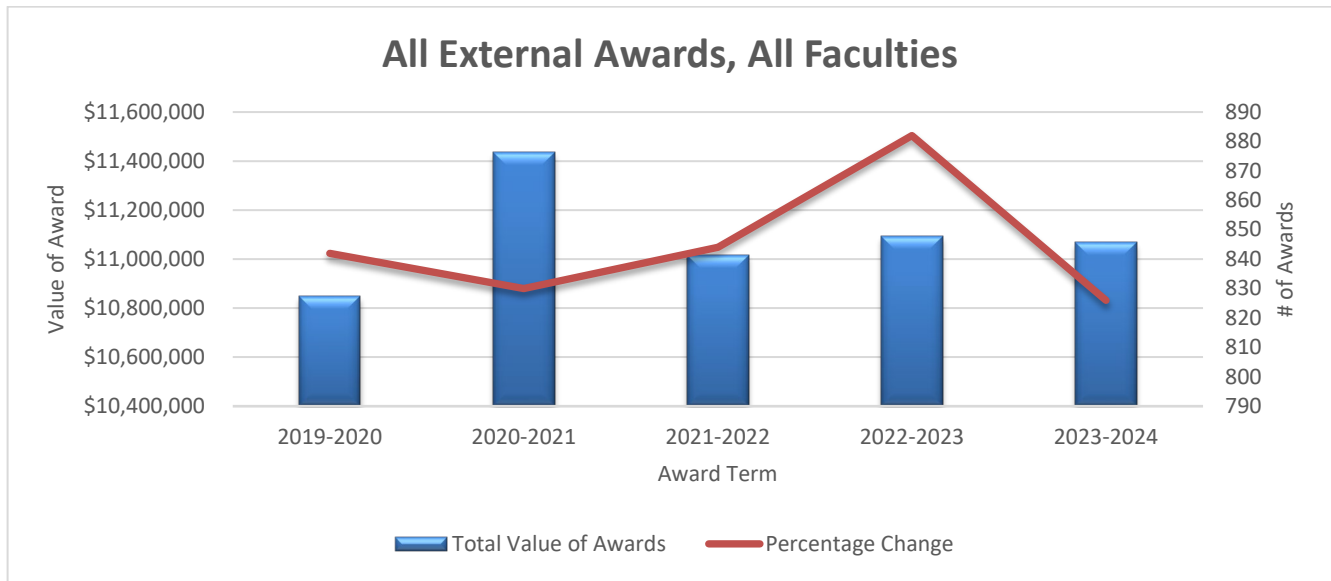
### 1. General Overview of Disbursement

Table 1 shows the value of external awards held by York University graduate students in 2023-24. There was a slight .2% decrease in the total value and number of awards disbursed compared to the previous year. Most external scholarships span several years, therefore a change in the total disbursement is not always a reflection of the success rate in the scholarship competition. The competition data will be presented in Section 4, External Awards – Competition Results 2023 - 2024.

**Table 1: External Awards**

All External awards 5 Year Trend					
Fiscal Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Total Value of Awards</b>	\$ 10,846,050	\$ 11,435,306	\$ 11,018,260	\$11,092,967	\$11,069,501
<b>Percentage Change</b>	-3.6%	5%	-3.8%	0.7%	-0.2%
<b># of Awards</b>	842	830	844	882	826

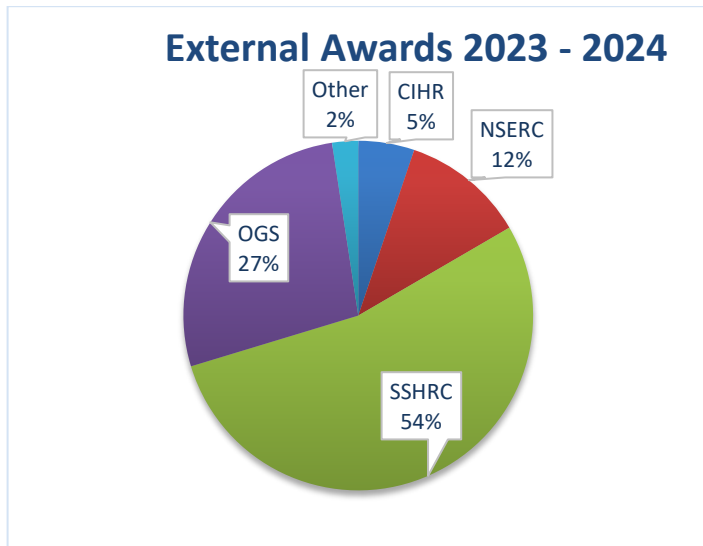
**Chart 1: External Awards – All Graduate, 2019-2024**



## 2. External Awards by Agency

Chart 2 shows the breakdown of disbursement by funding agency. SSHRC scholarships accounted for more than half (54%) of all external graduate awards in 2023-24, followed by the Ontario Graduate Scholarships at 27% of the total.

**Chart 2: External Awards by Funding Agency, 2023-2024**



External Awards 2023 - 2024	Value	%
CIHR	\$574,167	5%
NSERC	\$1,264,833	11%
SSHRC	\$5,944,168	54%
OGS	\$3,020,000	27%
Other	\$266,333	2%
<b>Total</b>	<b>\$ 11,069,501.00</b>	<b>100.00%</b>

## CIHR:

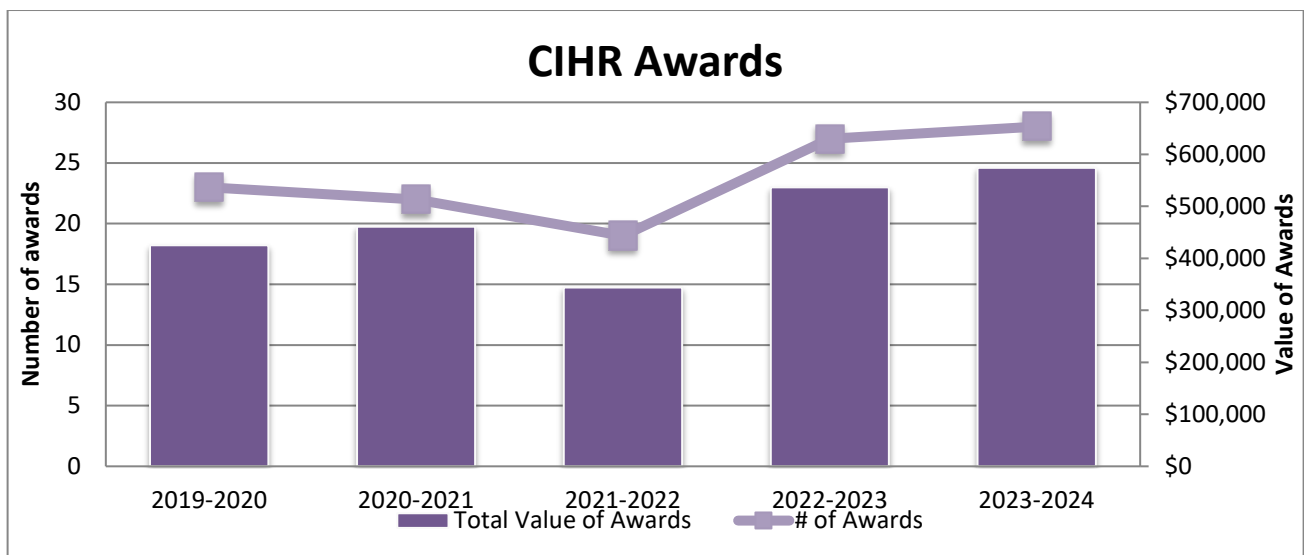
CIHR scholarships primarily consist of the CIHR Doctoral Award (\$35,000 per year for three years) and the Canada Graduate Scholarship Masters – CIHR (\$17,500 for one year). CIHR also offers other small travel and project specific grant opportunities. CIHR is the smallest source of Triagency funding at the national and institutional level. As with other Master’s level federal awards, CGS-Masters CIHR awards are based on institutional allocations determined by the granting agencies (please see p. 10), section on Canada Graduate Scholarships – Masters for more detail).

Table 2 illustrates a steady increase in the value and number of awards funded by CIHR in 2023-2024. At the Doctoral level, the number of awards available are relatively small, which limits the number of Doctoral scholarships that are accessible to York students in the CIHR stream. FGS continues to work to increase support for health research including working with the Office of the Vice-President Research and Innovation to expand the visibility of health research at York and drawing on expertise from the Faculty of Health and other Health researchers across campus to review applications as part of the awards committee.

**Table 2: CIHR Awards 2019 – 2024**

CIHR Awards 5 Year Trend					
Fiscal Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Value of Awards	\$424,997	\$460,832	\$ 344,166.66	\$ 536,667.00	\$574,167
# of Awards	23	22	19	27	28

**Chart 3: CIHR Awards 2019 – 2023**



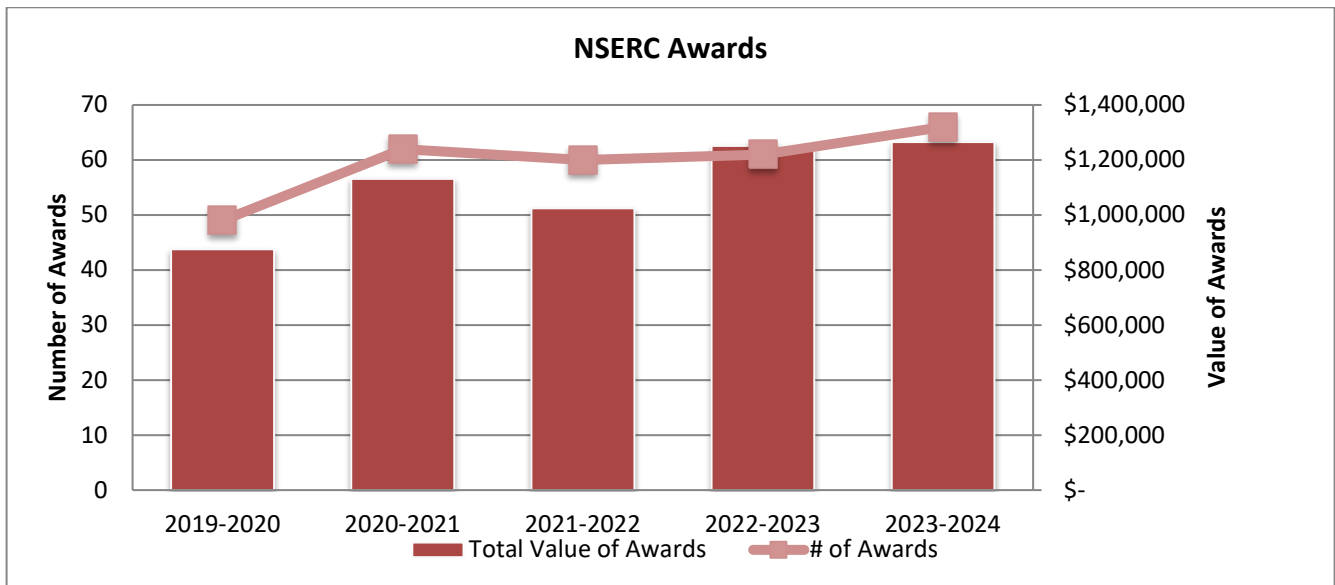
## NSERC:

Table 3 below shows the number and value of awards both of which have increased compared to the years 2019-2022. There are three main NSERC awards that account for the numbers below: the NSERC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), NSERC Postgraduate Scholarships (\$21,000 per year for three years), and NSERC Masters (CGS-M, \$17,500 for one year). FGS continues to promote the award opportunities to graduate programs and their students through our website, FGS newsletter, and various workshops, we also invite NSERC representatives from Ottawa to host Q&A sessions annually.

**Table 3: NSERC Awards, 2019 – 2024**

Award	NSERC Awards 5 Year Trend				
	Fiscal Year	2019-2020	2020-2021	2021-2022	2022-2023
Total Value of Awards	\$	\$	\$	\$1,251,667	\$1,264,833
# of Awards	49	62	60	61	66

**Chart 4: NSERC Awards, 2019 – 2023**



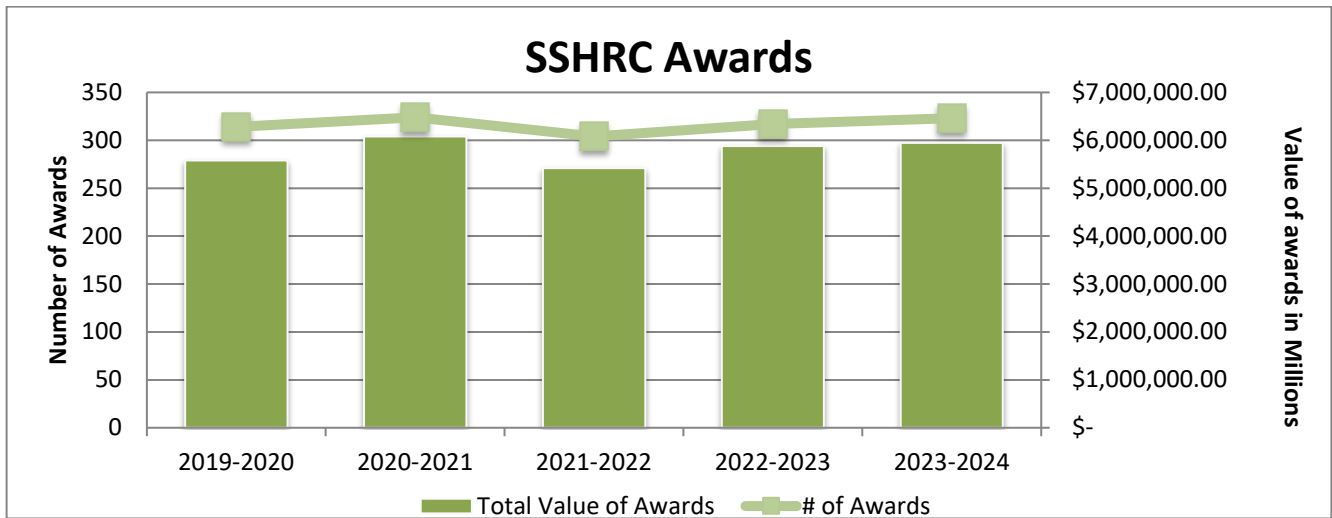
**SSHRC:**

The Social Sciences and Humanities Research Council (SSHRC) awards falls within three main categories: SSHRC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), SSHRC Doctoral Fellowship (\$20,000 per year for up to four years), and SSHRC Masters (CGS-M, \$17,500 for one year). SSHRC awards are the largest in terms of the number of allocations and the total value of all Tri-Council graduate awards at York University. It accounts for over 50% of the total value of external awards. The total value of disbursements increased for 2023-2024, SSHRC remains one of our most competitive awards and we anticipate that this will continue to improve in the upcoming years.

**Table 4: External Awards – SSHRC, 2019 – 2024**

Award	SSHRC Awards 5 Year Trend					
	Fiscal Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Value of Awards		\$ 5,575,946.00	\$ 6,079,047.00	\$ 5,419,125.31	\$ 5,879,169.00	\$ 5,944,168.00
# of Awards		314	324	304	317	323

**Chart 5: SSHRC Awards, 2019 - 2023**



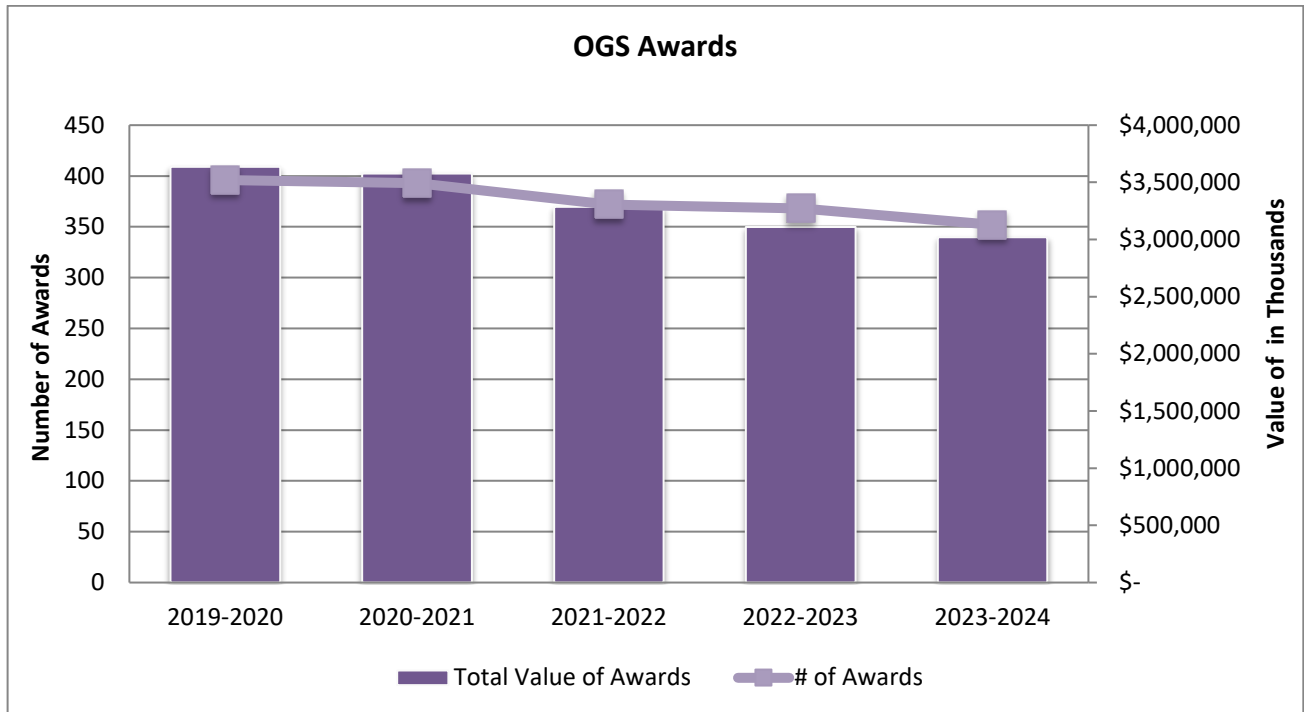
## Ontario Graduate Scholarships (OGS):

The Ontario Graduate Scholarships are the main provincial funding open to all full-time graduate students. Each Ontario university is allocated a quota for the number of awards that may be offered each year based on enrollment. Recipients are selected through an internal adjudication process coordinated by the Faculty of Graduate Studies. The table below shows a significant reduction in the value and number of awards disbursed for the 2023-2024 academic year. Students can choose to start their award in the Summer, Fall or Winter term. Students who start their awards in the summer is captured in the previous year's disbursement (2022-2023) which has the effect of skewing the number of awards being reported. The institutional quota from the agency for the 2023-2024 year was reduced to reflect the institutions drop in enrolment, it is currently set to 219.

**Table 5: OGS Awards 2019 – 2023**

Award	OGS				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Total Value of Awards</b>	\$ 3,635,019	\$3,576,677	\$ 3,286,673.22	\$3,108,333	\$3,020,000
<b># of Awards</b>	396	393	372	368	352

**Chart 6: OGS Awards 2019 – 2023**



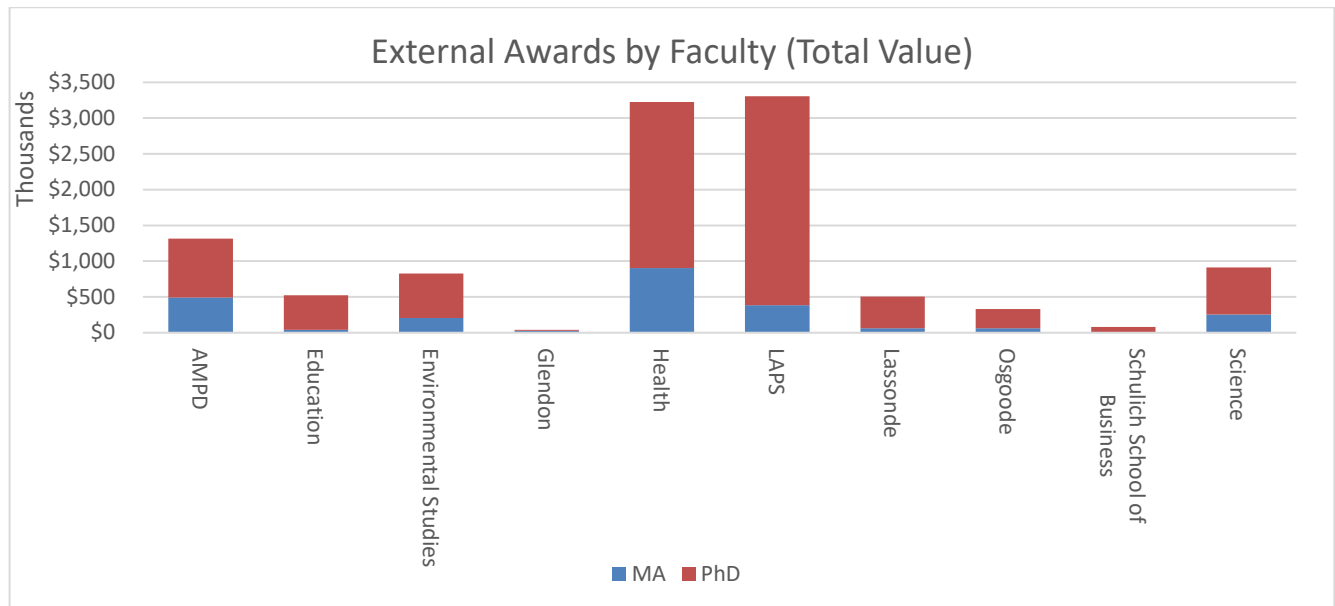
### 3. External Awards by Faculty and by Study Level

Table 6 below shows external awards data per degree level and faculty. The table shows a large proportion (78%) of external funding is held by doctoral students, a trend that has been consistent over the years. Students in the Faculty of Liberal Arts and Professional Studies received the most in external awards measured by total value, while the School of the Arts, Media, Performance & Design, Faculty of Environment and Urban Change and the Faculty of Health are the top three faculties based on per student (FTE) funding amount. We note, however, that the FTE count in the table includes students in research-based programs as well as professional programs whereas external awards are typically only open to full-time research-based programs. Accordingly, a large proportion of professional students in programs such as the MBA and Osgoode Professional Development (OPD) will impact the per student funding amount in their respective faculties.

**Table 6: External Awards by Faculty and by Study Level, 2023 – 2024**

Faculty	Award value			FTE Count			Per FTE Funding		
	MA	PhD	Total	MA	PhD	Total	MA	PhD	Total
AMPD	\$492,826	\$820,334	\$1,313,160	155	117	240.7	\$3,179.52	\$7,011.40	\$5,455.59
Education	\$38,333	\$486,817	\$525,150	180	101	275.7	\$212.96	\$4,819.97	\$1,904.79
Environmental Studies	\$205,000	\$622,644	\$827,644	144	86	333.9	\$1,423.61	\$7,240.05	\$2,478.72
Glendon	\$28,750	\$13,200	\$41,950	97	13	105.9	\$296.39	\$1,015.38	\$396.13
Health	\$904,903	\$2,322,717	\$3,227,620	360	288	517.1	\$2,513.62	\$8,064.99	\$6,241.77
LAPS	\$384,267	\$2,923,394	\$3,307,661	1009	818	1501.5	\$380.84	\$3,573.83	\$2,202.90
Lassonde	\$62,500	\$443,150	\$505,650	276	244	293.8	\$226.45	\$1,816.19	\$1,721.07
Osgoode	\$61,667	\$267,667	\$329,334	747	55	313.7	\$82.55	\$4,866.67	\$1,049.84
Schulich School of Business	\$10,000	\$70,000	\$80,000	1116	50	943.8	\$8.96	\$1,400.00	\$84.76
Science	\$256,667	\$654,667	\$911,334	187	236	375.5	\$1,372.55	\$2,774.01	\$2,426.99
<b>Total (value)</b>	<b>\$2,444,913</b>	<b>\$8,624,590</b>	<b>\$11,069,503</b>	<b>4271</b>	<b>2008</b>	<b>6279</b>	<b>\$572.45</b>	<b>\$4,295.11</b>	<b>\$1,762.94</b>
<b>Total (%)</b>	<b>22%</b>	<b>78%</b>	<b>100%</b>	<b>68%</b>	<b>32%</b>	<b>100%</b>			

**Chart 7: External Awards by Faculty and by Study Level, 2023 – 2024**



## 4. External Awards – Competition Results 2022 - 2023

**Note:** This section reports on the result of scholarship competitions based on the Faculty of Graduate Studies internal database, the information is based on the award competitions at both master’s and doctoral levels. Most competitions take place a year in advance of the actual award start date and recipients of 2023 - 2024 awards usually start to receive their funding in the fall term, although they also have the option to start in the summer.

### Master’s Scholarships (Canada Graduate Scholarships – Master’s)

The Canada Graduate Scholarships— Master’s program, is the federal scholarship program for all research discipline valued at \$17,500 per annum, it is adjudicated at the university level based on the allocation of awards given to each institution by the Tri-council. The allocations are calculated using each institution’s proportion of the total sum of the award received by both faculty and students at the institution over the last 3 years. We have seen a fluctuation in our allocations over the last 5 years, with a downward trend, with the exception of CIHR which has seen an increase.

**Table 7: CGS-M Allocation, 2017-2024**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>CIHR Masters</b>	3	4	4	6	6
<b>SSHRC Masters</b>	71	74	76	66	69
<b>NSERC Masters</b>	13	15	15	14	14
<b>Quota</b>	87	93	95	86	89
	\$1,522,500.00	\$1,627,500.00	\$1,662,500.00	\$1,505,000.00	\$1,557,500.00

### Doctoral Scholarships

Tri-council doctoral scholarships continue to be adjudicated at the national level by each council. Each agency assigns the institution a quota for the number of files that may be forwarded for national adjudication. The Faculty of Graduate Studies often work with the Tri-council program officers as well as our internal adjudication committees, to ensure that the applications we put forward are the most competitive, in accordance with the council selection criteria.

CIHR’s award was previously apportioned as \$30,000 for scholarships and \$5,000 as research allowance to be distributed by the supervisor through reimbursement. Effective 2022 – 2023 CIHR removed the research allowance portion of their doctoral award, instead they opted to provide the institution with the full value of the award - \$35,000, to be distributed on a term by term basis, this change in policy in addition to an increase in the number of awards contributed towards the increase in revenue from 2022 – 2024. This competition



year shows a steady increase in the amount of revenue received across all agencies and we expect to see this trend continue.

**Table 8: Tri-council Doctoral Quota and Successful Awards, 2019-2023**

<b>Table 8: Tri-council Doctoral Quota and Successful Awards, 2014-2023</b>						
		<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>CIHR</b>	<i>Submission Quota</i>	n/a	13	17	15	11
	<i>CIHR awards</i>	3	5	2	5	5
	<i>CIHR amount</i>	\$315,000	\$525,000	552,129.28	841,250.00	1,022,500.00
<b>NSERC</b>	<i>Submission Quota</i>	18	21	29	29	30
	<i>NSERC awards</i>	10	14	12	16	14
	<i>NSERC amount</i>	\$602,000	\$1,260,000	\$1,066,909	1,147,000.00	1,295,000.00
<b>SSHRC</b>	<i>Submission Quota</i>	108	119	109	106	107
	<i>SSHRC awards</i>	49	67	45	59	48
	<i>SSHRC amount</i>	\$3,570,000	\$4,710,000	\$5,703,647	5,612,000.00	5,661,803.34

## Internal Award Trends: 2017 - 2023

**Note:** All financial data contained in this Internal Awards section of the report is supplied by the Office of Institutional Research and Analysis (OIPA). OIPA internal awards data includes awards as well as bursaries and prizes.

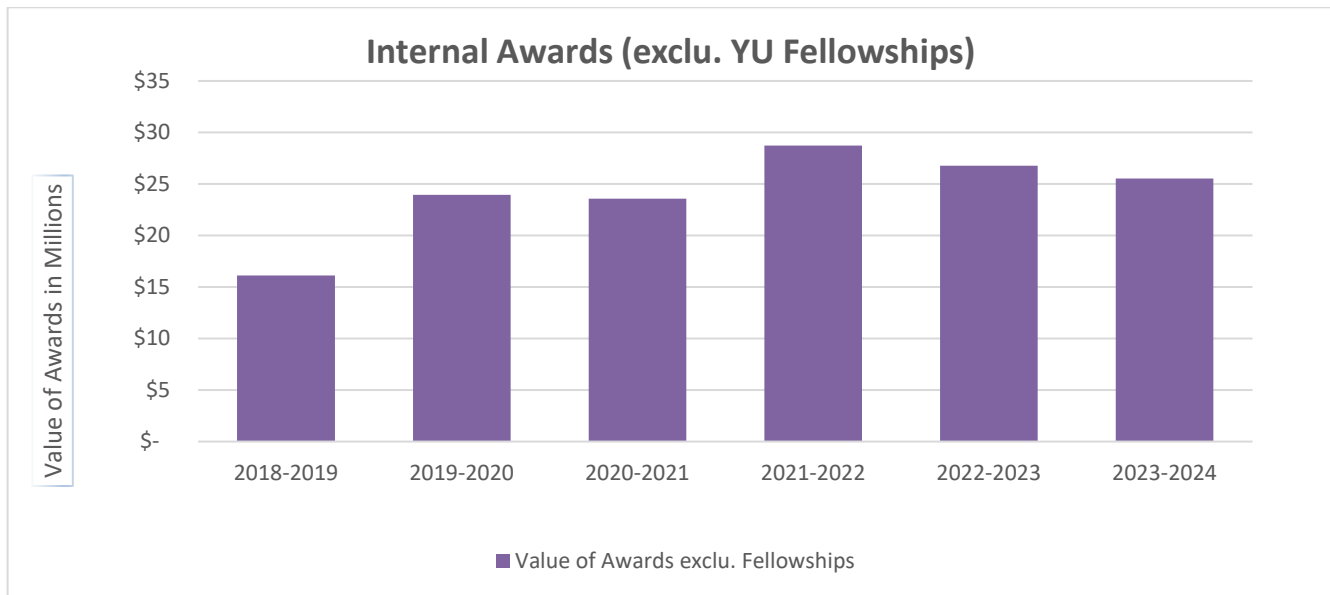
Internal awards included in this section can be grouped into three categories: 1) bursaries whose primary selection criterion is financial need; 2) needs-based awards whose adjudication includes both the consideration of financial need and merit; and 3) merit-based awards whose adjudication criteria includes academic excellence and/or other specific achievement.

Bursaries are adjudicated based on information submitted by the applicants in the Student Financial Profile, typically in the winter term. Awards are adjudicated throughout the year, by graduate programs, Faculties, Organized Research Units (ORUs) as well as the FGS Awards Committee. Each award is adjudicated based on the specific scope and criteria, and all eligible students are encouraged to apply. Several awards are designated for recruitment and are offered to outstanding prospective students, with the aim of converting the offer of admissions into acceptance.

The York Graduate Fellowship is a part of the standard funding package for research-based graduate students. Since the Fellowship counts towards the total internal award disbursement, the table below includes two separate sets of data to provide comparable statistics. As the table below shows, the total value of awards and bursaries disbursed to graduate students declined in 2023-2024.

**Table 9: Internal Awards - all graduate, 2019 – 2024**

Internal Awards - MA and PhD						
Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Value of Awards - All</b>	\$ 33,015,773	\$ 40,867,553	\$40,720,052	\$46,600,969	\$44,530,892	\$42,667,292
<b>YU Graduate Fellowships</b>	\$ 16,881,621	\$ 16,920,304	\$17,136,857	\$17,879,977	\$ 17,750,396	\$ 17,141,582
<b>Value of Awards exclu. Fellowships</b>	\$ 16,134,153	\$ 23,947,249	\$23,583,195	\$28,720,992	\$26,780,496	\$25,525,710
<b>Percentage Change</b>	5.26%	32.63%	-\$0	18%	-7%	-5%
<b># of Awards</b>	6824	6920	6760	12384	12630	11851

**Chart 8: Internal awards – all graduate, 2019-2023**

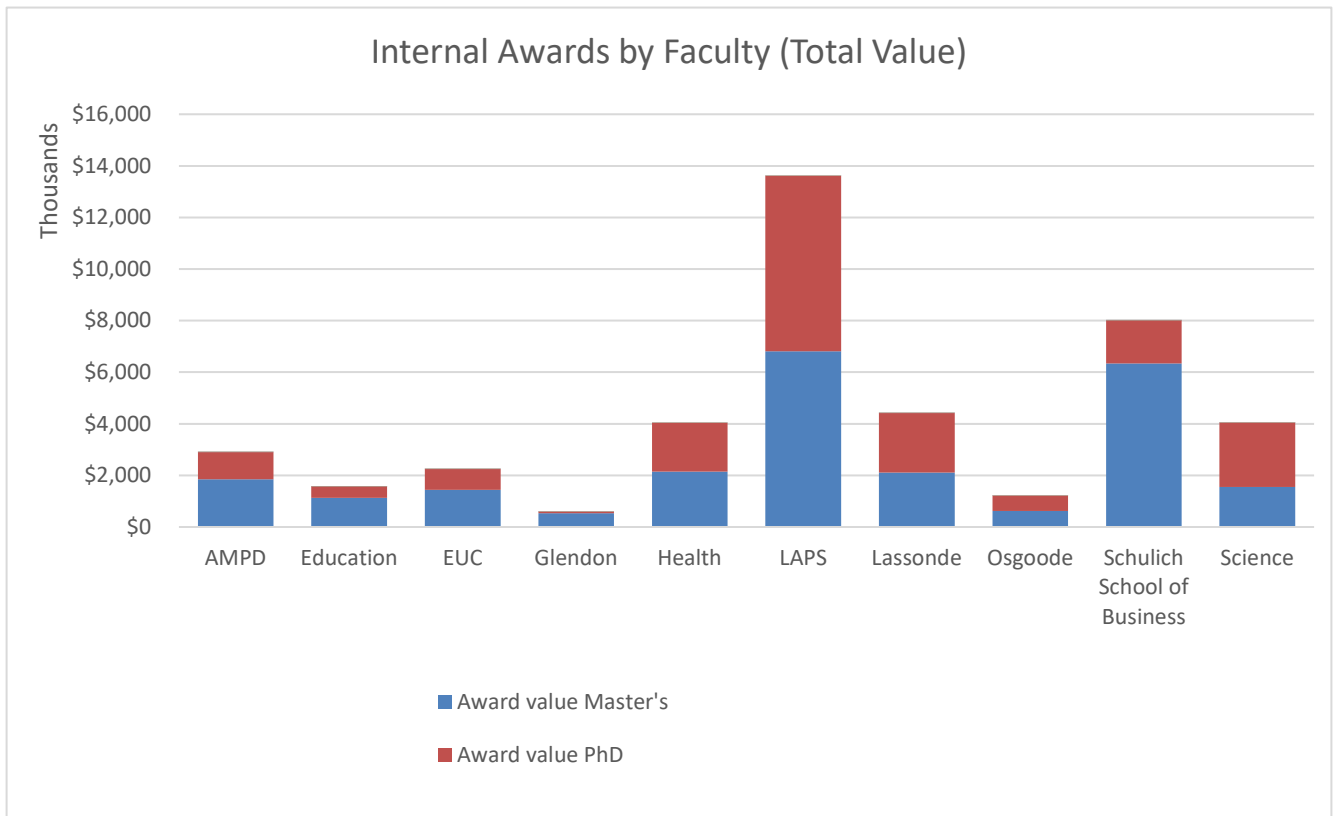
### Internal Funding by Faculty

Table 10 below illustrates the internal funding level by faculty and study level. The data shows that, in contrast to the distribution of external awards which are held predominantly by doctoral students, master's students held 58% of the total internal funding. This is similar to the proportion of master's students (68%) enrolled overall. The variance of the per student funding is in part due to the type of degrees offered by some faculties, for example Schulich School of Business, enrolls a large number of professional Master's students who are mainly unfunded, while research-based full-time students are often funded through York's Graduate funding model.

**Table 10: Internal Funding by Faculty and by Study Level (including York Graduate Fellowships)**

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
AMPD	\$1,850,889	\$1,051,774	\$2,902,663	155	117	272	\$11,941.22	\$8,989.52	\$10,671.56
Education	\$1,134,520	\$436,827	\$1,571,347	180	101	281	\$6,302.89	\$4,325.02	\$5,591.98
EUC	\$1,446,177	\$803,494	\$2,249,671	144	86	230	\$10,042.90	\$9,342.95	\$9,781.18
Glendon	\$538,148	\$60,760	\$598,908	97	13	110	\$5,547.92	\$4,673.85	\$5,444.62
Health	\$2,150,102	\$1,881,135	\$4,031,237	360	288	648	\$5,972.51	\$6,531.72	\$6,221.04
LAPS	\$6,810,835	\$6,801,341	\$13,612,176	1009	818	1827	\$6,750.08	\$8,314.60	\$7,450.56
Lassonde	\$2,114,329	\$2,307,294	\$4,421,623	276	244	520	\$7,660.61	\$9,456.12	\$8,503.12
Osgoode	\$625,690	\$590,501	\$1,216,191	747	55	802	\$837.60	\$10,736.38	\$1,516.45
Schulich School of Business	\$6,344,422	\$1,675,807	\$8,020,229	1116	50	1166	\$5,684.97	\$33,516.14	\$6,878.41
Science	\$1,555,885	\$2,487,364	\$4,043,249	187	236	423	\$8,320.24	\$10,539.68	\$9,558.51
<b>Total (value)</b>	<b>\$24,570,997</b>	<b>\$18,096,297</b>	<b>\$42,667,294</b>	<b>4271</b>	<b>2008</b>	<b>6279</b>	<b>\$5,752.98</b>	<b>\$9,012.10</b>	<b>\$6,795.24</b>
<b>Total (%)</b>	<b>58%</b>	<b>42%</b>		<b>68%</b>	<b>32%</b>	<b>100%</b>			

**Chart 9: Internal Awards by Faculty (including York Graduate Fellowships)**



The Faculty of Graduate Studies continues to work with the Offices of Advancement and Student Financial Services to coordinate the establishment of new donor-funded awards as well as effectively manage current awards to increase funding opportunities for York graduate students.

## Other Major External Awards

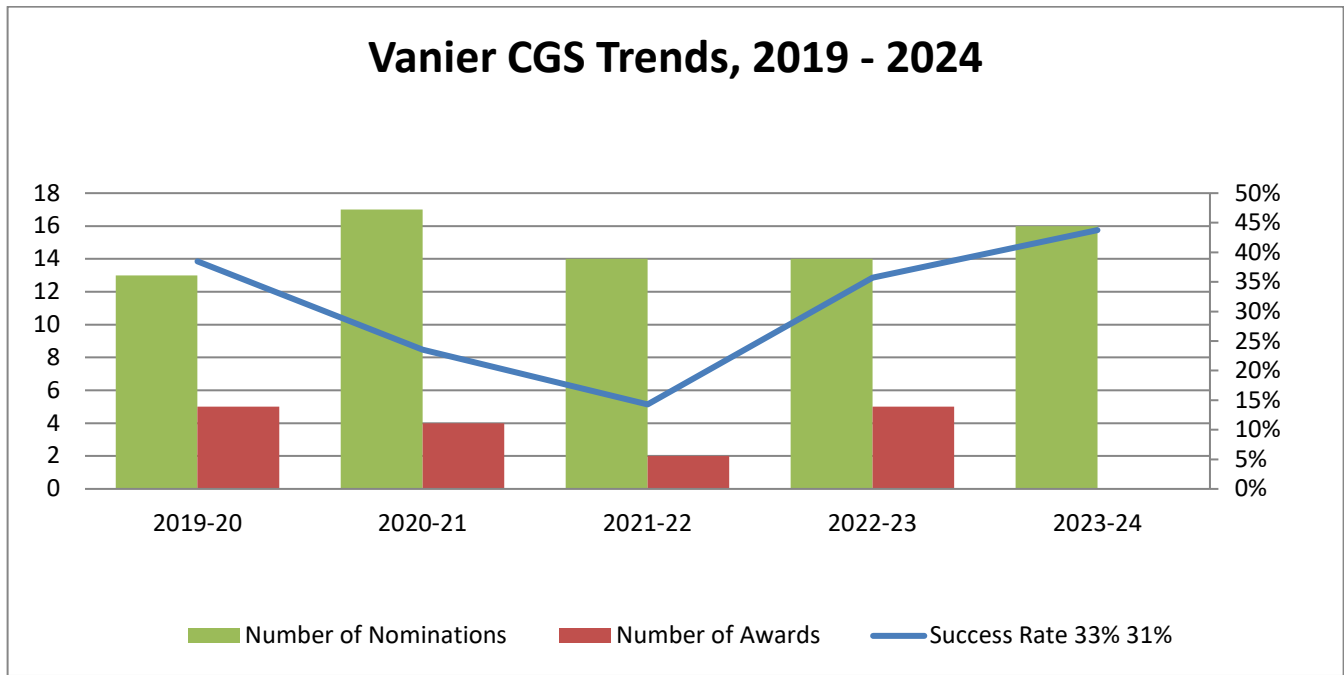
The Faculty of Graduate Studies plays an active role in the nomination and application development support for Canada’s most prestigious doctoral award: the Vanier Canada Graduate Scholarship (\$50,000 for 3 years) We continue to support the nomination processes for other major external awards, including the SSHRC Impact Talent Award, Banting Post-doctoral Fellowships, Polanyi Prize, Ontario Women’s Health Scholars Awards, and Autism Scholars Awards.

Table 11 shows the number of initial applications, final nominations and results of the Vanier CGS competition since 2016. Reflecting the trend of the regular Tri-council awards, most of the Vanier Scholars are from SSHRC disciplines. We saw a sharp increase in Vanier recipients from 2023-2024, we are committed to working with faculties and students to improve the quality of our nominees. A 44% success rate is phenomenal as it exceeds the agency’s success rate, only 15% of the national application pool is deemed meritorious enough to secure and award.

**Table 11 Vanier Nominations and results by year (2019 – 2024)**

<b>Vanier Canada Graduate Scholarship</b>						
<b>Year</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Number of Applications</b>	93	88	84	84	88	133
<b>Number of Nominations</b>	14	13	17	14	14	16
<b>Number of Awards</b>	5	5	4	2	5	7
<b>Success Rate</b>	36%	38%	24%	14%	36%	44%

Chart 10: Vanier CGS nomination data, 2019 – 2024



## Postdoctoral Fellows and Visitors

The Faculty of Graduate Studies is pleased to have postdoctoral scholars at York University as part of our mandate since 2015. The postdoctoral community consists of around 175 researchers at any given time, approximate 18% of whom are in the postdoctoral fellow (PDF) category and hold external funding awards.

FGS administers the Banting Postdoctoral Fellowship nomination process and supports the development, as appropriate, of CIHR, SSHRC and NSERC Postdoctoral Fellowships, among other postdoctoral opportunities. In 2023 CIHR launched the Research Excellence, Diversity, and Independence (REDI) Early Career Transition Award competition. The program addresses the impact of racism and gender inequality on early career researchers and the first round was open to racialized women and Black people. FGS supported applications from postdoctoral scholars interested in holding Phase 1 of the award at York and was pleased one applicant was successful. The aim of the award is to increase the diversity of highly qualified health researchers who have independent research careers in Canada.

FGS continues our commitment to increasing the number of postdoctoral fellows and visitors on our campus and to supporting their funding and research pursuits.

**Table 12: Banting PDF data, 2019 - 2024**

Award Name	Banting PDF					
	Award Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Applicants		23	36	25	33	24
Number of Nominations		7	9	9	6	7
Number of Fellowships Awarded		1	2	0	3	3

**Table 13: Other Tri-council PDF data, 2020-2024**

	2020	2021	2022	2023	2024
SSHRC PDF	6	4	4	8	2
NSERC PDF	0	1	2	2	0

\*Numbers may include PDF awards that were subsequently declined.

## Looking Forward: 2023 and Beyond

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**Equity, Diversity, (Accessibility) and Inclusion (EDI):** The Tri-agency continues to work towards achieving a more equitable, diverse, and inclusive Canadian research enterprise and has implemented several initiatives in its support. At the university level, we continue to explore and implement material ways that the adjudication of research fund applications can overtly align with principles of equity, diversity, inclusion and accessibility.

The Faculty of Graduate Studies (FGS) adheres to Tri-Agency guidelines for forwarding applications from Indigenous-identified applicants and monitors the number of OGS applicants and recipients who self-identify as Indigenous. To support incoming Indigenous students, we have increased our Indigenous recruitment awards as part of the institution's OGS allocation. FGS is collaborating with the Indigenous Council and the Office of the Associate Vice-President Indigenous Initiatives to implement this important initiative. Similarly, we have introduced increased resources for our Black students by allocating 10 Ontario Graduate Scholarships (OGS) specifically for meritorious Black scholars. This allocation is evenly divided between current and incoming students, with the 50/50 split designed to enhance both recruitment and retention at the program level.

**Federal Budget Impact:** The federal budget for 2024 has promised a much-needed boost in research funding that will greatly benefit our graduate scholars. The government has committed \$825 million over five years to increase the value and number of graduate student scholarships and fellowships, and \$1.8 billion over five years to the granting councils for core research funding across Canada. This will raise the annual value of our master's scholarships from \$17,500 to \$27,000, and doctoral student scholarships will see an increase of up to \$40,000 from \$20,000 - \$35,000. This change will also positively impact current award holders who will also benefit from the increase.

**New Award Priorities:** We are engaging in ongoing conversations to enhance access to graduate education for historically disadvantaged and equity-deserving groups, such as Black and Indigenous students, individuals with disabilities, and others. Collaborating with the Offices of Advancement, we are identifying key priorities and pursuing opportunities to bolster support in these areas. In honor of the 60th anniversary of the Faculty of Graduate Studies (FGS), we are launching our inaugural fundraising campaign to offer financial support to scholars from historically marginalized groups. These scholars often encounter educational barriers due to family responsibilities that necessitate part-time study, limited resources, systemic obstacles, and accessibility needs. The Faculty of Graduate Studies remains dedicated to aiding graduate students by promoting merit-based internal and external scholarships, as well as need-based bursaries.

**SSRP Nextgen SIS Projects - Award Software implementation** – As part of the SSRP Nextgen SIS project, the Faculty of Graduate Studies (FGS) is excited for the launch of the new Award Management System in Summer 2024. This comprehensive system will include, funding profiles, needs assessment, demographic information and criterion matching. It will provide access to multiple data points, enhancing our ability to maintain comprehensive and consistent award and funding data. This all-in-one system will streamline administrative and application processes, including nomination and adjudication, across the institution, offering greater transparency for our students.

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

### **Academic Standards, Curriculum & Pedagogy**

#### **Joint Report to Senate**

**At its meeting of 27 June 2024**

#### **FOR INFORMATION**

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

Attached as Appendix A is a report from the *Joint Sub-Committee on Quality Assurance* which transmits Final Assessment Reports for completed Cyclical Program Reviews, and shares its reflections on planning matters discussed in conjunction with the program reviews.

Andrea Davis, Chair, APPRC

Kim Michasiw, Chair, ASCP





# Joint Sub-committee on Quality Assurance

## Report to the Full Committees

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

*The Sub-Committee met on 23 May 2024 and submits the following report to the full Committees.*

#### **1. Final Assessment Reports**

Attached are the Final Assessment Reports (FAR) for recently completed CPRs as listed below. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee, and the *Ontario Universities Council on Quality Assurance*.

Master of Accounting (Schulich School of Business)

Master of Finance (Schulich School of Business),  
including the following graduate Diplomas

- Graduate Diploma in Intermediate Accounting
- Graduate Diploma in Advanced Accounting
- Graduate Diploma in Financial Engineering

Theatre, BA and BFA (AMPD)

Theatre and Performance Studies, MA, MFA and PhD (AMPD)

The Sub-Committee determined it not necessary to invite proponents of these programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions and suggestions at the meeting and they are *appended to this report*.

In this rotation, the Schulich School of Business adopted the approach to cluster complementary programs for review under one set of external reviewers for the advantages of efficiency and time management of the comprehensive exercise. The Sub-committee noted process enhancements for the model going forward to ensure all aspects of the CPR procedures are effectively and rigorously implemented.

#### **2. Follow-up Reports**

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

Kinesiology and Health Science (Undergraduate and graduate programming)

Health Policy Management (Undergraduate and graduate programming)

The Sub-committee is satisfied that the programs have paid due regard to recommendations arising from the CPR process and are making good progress toward implementation of the defined actions.

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

## **Report to the Full Committees**

### **3. Facilitating the Timely Completion of Cyclical Program Reviews**

At the beginning of the 2023-2024 year, the Sub-committee scheduled regular meetings in anticipation of a steady flow of cyclical program reviews owing primarily to pandemic-related process delays. While the Sub-committee convened five times this year, the agendas were lighter than expected and several of the planned meetings were cancelled as there was insufficient business ready to proceed. The Vice-Provost Academic advised the Sub-committee at its May meeting that this year there has been a significant challenge in getting the CPR material from Deans' offices, creating the domino effect of overall process delays in completing the reviews in a timely manner.

Most certainly, this has been an atypical and challenging year at the University, with competing demands and difficulties for Faculties to navigate. However, it should be noted that regular requests for needed documentation for the program reviews are often not being answered. In addition to York's accountability processes being affected, there is growing concern that the University's timely reporting on its completed CPRs to the *Ontario Universities Council on Quality Assurance* is being compromised.

In discussion of the circumstances with the Vice-Provost Academic, the Sub-committee suggests it would be helpful for a joint communication from its Chair together with the Chairs of APPRC and ASCP to be sent to the Deans reminding them of the importance of the QA process, from an institutional as well as an external perspective, and encouraging prompt attention by those with outstanding requests for material. We look forward to hearing the parent Committee's views on this suggestion.

### **4. Thanks to Members Completing Their Term**

The May meeting being the final one for members Mina Singh and Qiang Zha as they complete their terms on the Sub-committee, thanks and appreciation were extended to them for their commitment, wise counsel and for consistently providing valuable contributions.

T. Peridis, Chair

# Joint Sub-committee on Quality Assurance

## Report to the Full Committees

### Academic Policy, Planning and Research Committee

### Academic Standards, Curriculum and Pedagogy

*The Sub-Committee met on 18 March 2023 and submits the following report to the full Committees.*

#### **1. Final Assessment Reports**

Attached are the Final Assessment Reports (FAR) for recently completed CPRs as listed below. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee, and the Quality Council:

Master of Public and International Affairs (Glendon)

Bachelor of Commerce (LA&PS), including Professional Certificates in the following areas:

- Accounting
- Financial Planning
- Health Services Financial Management
- Information Technology
- Auditing & Assurance
- Investment Management
- Logistics
- Management
- Marketing

Graduate Diploma in Professional Accounting, Type 3/standalone (LA&PS)

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

A focus for the Sub-committee remains emerging trends or recurring themes observed and any recommendations made that have broad academic planning and / or resource dimensions to share with the parent Senate committees. It should be noted that recruitment support for programs to help address enrolment challenges has been a common theme is recent program reviews, and it rose again in the Master of Public and International Affairs degree program.

T. Peridis, Chair

# **YORK UNIVERSITY**

## **Final Assessment Report**

**Master of Accounting, Graduate (MAcc)**

**Master of Finance, Graduate (MFin)**

**Financial Engineering, Graduate Diploma  
(FinEng)**

**Intermediate Accounting, Graduate Diploma  
(DIAc)**

**Advanced Accounting, Graduate Diploma (DAAc)**

**Schulich School of Business**

**Cyclical Program Review – 2015-2021**

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

**Program(s) Reviewed:**

Master of Accounting, Graduate (MAcc)  
Master of Finance, Graduate (MFin)  
Financial Engineering, Graduate Diploma (FinEng)  
Intermediate Accounting, Graduate Diploma (DIAC)  
Advanced Accounting, Graduate Diploma (DAAC)

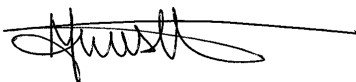
**Reviewers appointed by the Vice-Provost Academic:**

Janet Morrill, Senior Scholar, Department of Accounting and Finance, Asper School of Business, University of Manitoba.  
Lynette Purda, Associate Dean (Graduate Programs), Professor and RBC Fellow of Finance, Smith School of Business, Queen's University.  
Dr. Justin Podur, Associate Dean Teaching and Learning & Professor, Office of the Dean, Faculty of Environmental and Urban Change, York University, Toronto, Ontario, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 15, 2021  
Self-study reports submitted to Vice-Provost Academic: September 21, 2023  
Date of the Site Visit: October 30 - November 2, 2023  
Review Report received: December 14, 2023  
Dean's response and Program Response received: April 29, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May, 2024.



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

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

### **SITE VISIT: October 30 – November 2, 2023**

The Schulich School of Business offers one undergraduate program and numerous graduate programs. The external reviews were organized around four groups of programs: Accounting and Finance, General Business Administration, Marketing and Real Estate, and Operations Management and Information Systems. The virtual site visits for all program groups were organized over a five-day period from October 30 to November 2, 2023.

All of the reviewers for the Schulich groups met with the following individuals:

- Marcia Anisette, Vice-Provost Academic
- Alice MacLauchlan, Vice-Provost and Dean of Graduate Studies,
- Dean of the Schulich School of Business, Detlev Zwick
- Schulich Associate Deans, Kevin Tasa, Associate Dean, Academic; Kiridaran Kanagaretnam, Associate Dean, Students; Eileen Fischer, Associate Dean, Research; Theodore Noseworthy, Associate Dean, External Relations; and Ashwin Joshi, Associate Dean, Programs
- Sarah Coysh, Associate Dean Digital Engagement and Strategy and Angie Liann, Schulich's Associate Librarian, Teaching and Learning.
- Administrative staff from the Office of Student Services and International Relations, the Centre for Career Design, the Professional Development and Experiential Education Office, the office of Information Services and Technology, and the Office of the Associate Dean Academic.

The reviewers for the programs in the Accounting and Finance group met with the following individuals and groups from those programs:

- Viswanath (Shanker) Trivedi, Graduate Program Director and Marisa Morell, Associate Director, MAcc.
- Full-time faculty members
- Part-time faculty members

In their report, the reviewers note that they did not meet with any students from the four programs and that “the student surveys provided represent graduate students from all programs, with minimal direct information for the programs included in this specific review. Thus, we are limited in our ability to provide feedback or recommendations for some aspects these programs”.

*Note: It is regrettable that the reviewers did not have the opportunity to gain insight into the student perspective as part of this review process. Student input is important for understanding the programs and the learning experience as well as considering the recommendations from the reviewers. While securing student involvement in a program review can be a challenge, programs are encouraged to employ particular strategies (e.g., working with student governments, etc.) that can be effective for increasing*

*participation. The University will learn from this experience to ensure involvement of students in the review process moving forward.*

## **OUTCOME:**

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

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

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

## **PROGRAM DESCRIPTION**

The Schulich School of Business offers a large and growing portfolio of degree programs at all degree levels. These include a BBA, an MBA (offered in Canada and in India), a joint EMBA with the Kellogg School of Business at Northwestern University, eight specialized master's degrees, eleven stand-alone diplomas, and a PhD program with specializations in seven disciplines. The master's programs are designed for people who wish to obtain professional qualifications. Some of these unique and innovative programs at the master's level were among the first of their kind in the world (e.g., Real Estate & Infrastructure, Master of Management in Artificial Intelligence).

The Accounting and Finance programs review group included the Master of Accounting, the Diploma in Advanced Accounting, the Master of Finance, and the Graduate Diploma in Financial Engineering.

The objective of the Master of Accounting (MAcc) is to ensure that recent graduates of business degrees, primarily the Schulich BBA, have the training and preparation needed to ensure success on the CPA Common Final Exam. Achievement of the CPA designation is difficult. The Diploma in Intermediate Accounting offers a bridge to the MAcc degree.

The reviewers note in their report that, "The students completing the program have performed well on the professional accounting examination after finishing their program, attesting to the quality of the program design, faculty teaching and assessments". The reviewers add, ".....we applaud the MAcc in its articulation of how research is incorporated into the program", despite the fact that the Schulich programs are professional master's degrees without a substantive research requirement.

The Master of Finance (MFin) program offers graduates of business and non-business degrees an advance understanding of concepts in Finance. While not the primary focus of the degree, students who choose the Capital Markets stream may be prepared to

write professional examinations for the DFA designation, and the Financial Risk management streams prepares students for exams leading to the FRM designation. In their report, the reviewers note, “Particular program innovations present for the MFin program are the inclusion of new technologies for data analysis and machine learning such as R and Python. We applaud the highly technical and rigorous nature of the program”. They suggest that the program consider broadening the ESG and sustainability content.

Students completing both the MBA and the Graduate Diploma in Financial Engineering take advanced quantitative and technical financial courses. Students are able to develop new financial instruments and understand the role of various instruments in financial risk management. The reviewers suggest the program consider carefully the intended outcomes for students participating in this program.

The Accounting and Finance programs use, as noted by the reviewers, “...a combination of full-time, research-oriented faculty and part-time or adjunct faculty with a practitioner orientation. The combination appears to work well for students”.

The reviewers also noted that “The programs show good strength in ensuring the curriculum is up to date and incorporat[ing] recent advances in technology and tools of analysis while staying aligned with the professional designations and examinations they serve.”

In response to the recommendations, the Dean also noted that “The School will continue to rely on its internal program review and accreditation processes to support monitoring of progress or the need to revise plans/timelines. Each Schulich program is evaluated annually to assess the quality of input, throughput, and output. This process helps with monitoring the input mix (domestic versus international), updating the curriculum and out indicators such as pass rates and employment data.” As indicated in the responses below, programs are reviewed on an ongoing basis and curricula are updated to accord with professional standards and incorporate new topics, such as ESG, data analytics and visualization and artificial intelligence.



## RECOMMENDATIONS:

### Recommendation 1:

As mentioned in our first section, the curriculum of the MAcc and MFin programs align with preparing students for various professional exams. It can be challenging for programs strongly geared towards an external certification to exercise much innovation or creativity: ultimately, students enrol in these programs to prepare them for their desired credential, they are focussed on that goal, and have little time or energy to devote to any material that they view as extraneous to their targeted objective. Nevertheless, preparing the students well for that objective is seen as a strength. We suggest having some balance as new areas come up, such as ESG, sustainable finance, evolution of disclosure requirements etc. which would help to differentiate the Schulich programs from its competitors and capitalize on York University and Schulich's reputation for excellence in this important area.

### Recommendation 2:

Consider whether the requirement for non-Schulich Accounting students to begin the MAcc program at term 0, while Schulich Accounting majors begin at term 1, is warranted.

### Recommendation 3:

While Schulich's library resources seem excellent (for example, having the Bloomberg resources), it appears that more library personnel would be a valued addition if resources permit. We also recommend that resource needs of international students (library, career services, professional development, and otherwise) be considered carefully should admissions grow through the India campus or other international initiatives.

### Recommendation 4:

Diploma in Financial Engineering: We recommend that a more reflective analysis of the program be undertaken. It is unclear to outsiders how the program aligns with Schulich's other offerings, how it relates to the school's strategy, and what the outcomes for its students are. Given the very small enrollment in the program, its continuation should be carefully contemplated so that it contributes meaningfully to both the school and the student's experience. Information on how the designation enhances students' career prospects or ensures they are job-ready would be useful.

### Recommendation 5:

Often full-time personnel have developed more customized materials (to which they have intellectual property rights) but are often willing to share them with other personnel teaching the course. Where possible, have full time (tenured/tenure track) personnel teaching with part time in each session, to avoid part time personnel having to use slide decks. This may be more easily accomplished in the future than it was in the past due to Schulich's plan to create more undergraduate "super sections": thus, many of the full-time personnel that were previously needed to cover

multiple undergraduate sections of courses may now be able to be deployed to the professional master's programs. We recommend that the programs be very attentive to unintended consequences that changes to the BBA program may have for graduate programming.

**Recommendation 6:**

We note that many of the students in the programs are international, and this is likely to be an important growth area particularly with the course offerings now taking place in India. We heard that dedicated resources are not provided to international students, and while many are very "tech savvy", they lack the extra polish on the professional development side. We suggest considering developing an extra workshop series, available to all students, sensitizing both domestic and international students to cultural differences in the workplace. Excellent resources include:

- a. Laroche, L., "Managing Cultural Diversity in Technical Professions", Butterworth Heinemann: New York, 2003.
- b. Goldman, L., "You're Hired...Now What?", Oxford University Press: Canada, 2010.
- c. Laroche, L. and D. Rutherford, "Recruiting, Retaining and Promoting Culturally Different Employees", Elsevier: New York, 2007.

**INSTITUTIONAL IMPLEMENTATION PLAN**

Recommendation:	Internal Response	Action	Timeline:	Person(s) responsible
1. That the curriculum of the MAcc and MFin incorporate new areas such as Environment, Social and Governance (ESG), sustainable finance, evolution of disclosure requirements, etc. to help differentiate the Schulich programs from competitors and capitalize on Schulich's reputation for excellence.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	MAcc: The program plans to incorporate additional course material in the MAcc curriculum, including ESG, data analytics and visualization and artificial intelligence, and additional changes that might come from the CPA Ontario/Canada.  MFin: The program should assess whether there are additional opportunities in course work to integrate this content so that students have opportunities to reinforce and synthesize their knowledge in this area before taking the CFA exam.	MAcc: Receive direction from CPA Ontario/Canada in first half of 2024; develop curriculum proposals to respond to direction in second half of 2024. Proposed changes to take effect in 2025.  MFin: Fall 2024. Proposed changes to take effect in 2025.	MAcc: Program Director and Associate Program Director in consultation with SSIR and ADA's Office, governance committees.  MFin: Program Director in consultation with SSIR and ADA's Office, governance committees.
2. That the requirement for non-Schulich accounting students to begin the MACC program at term 0 be reviewed.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle x Do not agree <input type="checkbox"/>	The program, while continuing to admit non-Schulich students to Term 0 and Term 1, should continue to explore the admission of accounting students from comparable competitor programs to Term 2 of the MAcc program.	Ongoing	MAcc Program Director, Associate Program Director, admissions team.
3a. That additional library personnel be engaged as	Agree <input type="checkbox"/> Agree if resources	No action to be taken on the part of the program or School, as budgetary authority lies	n/a	n/a

resources permit.	permit x Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	elsewhere.		
3b. That the needs of international students (library, career services, professional development, etc.) be carefully considered should international admissions grow.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle x Do not agree <input type="checkbox"/>	No action required by the program. The administrative teams continue to monitor the diverse needs of international students as they continue to change.	Ongoing	Schulich Student Services and International Relations; Schulich Centre for Career Design; Office of the Associate Dean Academic
4. That the School undertake a reflective analysis of the Diploma in Financial Engineering to determine how the program aligns with Schulich's other offerings, the School's strategy and what the outcomes for students are.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The program will review the current curriculum with the Department of Math and Statistics in the Faculty of Science as appropriate. An enrolment plan is required by the end of 2024 in light of low enrolment.	Collaborate with Math and Stats on the development of a plan by the end of 2024.	Program Directors, Graduate Diploma in Financial Engineering
5a. That full-time and part-time personnel teach alongside each other in each session when	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The program will ensure course coordinators are either tenure track professors or contract faculty with extensive teaching experience, and monitor how part-time	Ongoing. AACSB Assurance of Learning plans (e.g. meeting with instructors to discuss alignment	Program Director, Associate Program Director, program faculty and instructors, AACSB project team, Associate

feasible.		instructors are mentored, guided and supported.	of materials, outcomes, assessments) are underway in 2024.	Dean, Programs.
5b. That the programs be attentive to the impact of curriculum and delivery changes in the BBA program.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The program will monitor changes to the BBA and make changes to the graduate program if required.	Ongoing; 2024-2026	Program Directors, Associate Dean Academic
6. That Schulich consider developing an additional workshop series to sensitize domestic and international students to cultural differences in workplace.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The programs will continue efforts to support international students, along with the offerings of the student-focused services offered by Schulich's non-academic departments.	Ongoing; design implementation of student co-curricular success tracking application underway in 2024 for piloting in F/W 2024/25.	Program Directors, Associate Dean Programs, various administrative teams within the School (IST, ADA, CCD, SSIR).

**APPENDIX A – PROGRAM AND DEAN RESPONSE SUMMARY**

**Completed by:** Shanker Trivedi, Marisa Morriello, Melanie Cao, Kathryn Doyle

**Deans:** Detlev Zwick, Kevin Tasa, Ashwin Joshi

RECOMMENDATION	TO BE COMPLETED BY PROGRAM IN CONSULTATION WITH DEAN	PROGRAM'S DETAILED RESPONSE	DEAN'S RESPONSE	TIMELINE: <i>(TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)</i>	PERSON(S) RESPONSIBLE: <i>(TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)</i>
<p>1. That the curriculum of the MAcc and MFin incorporate new areas such as Environment, Social and Governance (ESG), sustainable finance, evolution of disclosure requirements, etc. to help differentiate the Schulich programs from competitors and capitalize on Schulich's reputation for excellence.</p>	<p>Agree <input checked="" type="checkbox"/>                      Agree if resources permit <input type="checkbox"/>                      Agree in principle <input type="checkbox"/>                      Do not agree <input type="checkbox"/></p>	<p><b>MAcc Response:</b> The areas of Environment, Social and Governance (ESG), and the evolution of disclosure requirements are important. We already do cover many of these areas in courses such as auditing, management accounting and advanced accounting. Additionally, we are waiting for the Competency Map 2.0 recommendations from CPA Canada before we make radical changes to the MAcc program incorporating the above subject areas in addition to other important subject areas like data analytics and visualization and artificial intelligence in its curriculum.  <b>MFIN Response:</b> For the MF</p>	<p>We agree with this recommendation and note the timeline indicated for the MAcc, including that there are some constraints in terms of waiting on the Competency Map 2.0 and direction from CPA Ontario/Canada. As Professor Cao notes, there is ESG content contained in the online prep course for the CFA because knowledge of ESG is assessed in the CFA exam.</p>	<p>MAcc: Receive direction from CPA Ontario/Canada in first half of 2024; develop curriculum proposals to respond to direction in second half of 2024. Proposed changed to take effect in 2025.                      MFin: No timeline.</p>	<p>MAcc: Program Director and Associate Program Director in consultation with SSIR and ADA's Office, governance committees.                      MFin: n/a</p>

		<p>program, students who will take the CFA exam will learn ESG from the CFA online course since ESG is a part of the CFA exam.</p>	<p>We would encourage the program to assess whether there are additional opportunities in MFin course work to integrate this content so that students have opportunities to reinforce and synthesize their knowledge in this area before taking the exam.</p>		
<p>2. That the requirement for non-Schulich accounting students to begin the MACC program at term 0 be reviewed.</p>	<p>Agree <input type="checkbox"/>                  Agree if resources permit <input type="checkbox"/>                  Agree in principle <input checked="" type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p><b>MAcc response:</b> We agree that non-Schulich accounting students should have the opportunity to be admitted to more advanced terms/semesters, and not just to Term 0. In fact, currently we do admit qualified non-Schulich accounting students to Term 1. However, there is a heavy emphasis on the use of the case method in Schulich accounting courses, an important factor behind the success of our graduates on the CFE and in their later professional lives. Thus, admitting non-Schulich accounting students, who are not sufficiently familiar with the case method, on par with</p>	<p>We agree with the program's response to this recommendation. Their current approach is principled and is an important way that the School supports student success in our programs.</p>	<p>Ongoing</p>	<p>Program Director, Associate Program Director, admissions team.</p>

		<p>Schulich accounting students, into Term 2 will only be detrimental to the success of the former groups of students in the program. We are currently open to admitting graduates from competitor accounting programs such as those in Waterloo and the University of Toronto into Term 2 on par with our Schulich accounting graduates.</p> <p><b>Action:</b> We will continue to admit non-Schulich accounting students not only into Term 0, but also to Term 1 of the MAcc program. Furthermore, we will continue to explore the possibility of admitting accounting students from comparable competitor programs such as Waterloo and University of Toronto into Term 2 of the MAcc program.</p>			
<p>3a. That additional library personnel be engaged as resources permit.</p>	<p>Agree <input type="checkbox"/>                  Agree if resources permit <input checked="" type="checkbox"/>                  Agree in principle <input type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p>The programs agree to this recommendation in spirit and if library resources permit.</p> <p><b>Action:</b> No action to be taken by the programs. The ADA's Office is aware of this recommendation and will look for opportunities to collaborate further with the libraries when program innovation and curricular development initiatives are being discussed</p>	<p>We agree in principle with this recommendation. If the spirit of the recommendation is to increase the resourcing of York University Libraries, we note that neither the program nor the School have budgetary authority.</p>	<p>As opportunities allow (i.e. in line with the expansion of Library resources).</p>	<p>York University Libraries</p>



<p>3b. That the needs of international students (library, career services, professional development, etc.) be carefully considered should International admissions grow.</p>	<p>Agree <input type="checkbox"/>                  Agree if resources permit <input type="checkbox"/>                  Agree in principle <input checked="" type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p>within the School.                  The programs agree that international students have needs that are distinct from those of domestic students, so this recommendation is welcome. The administrators in Schulich’s service matrix are well informed of the changing needs of international students who receive tailored support, for example, in navigating immigration processes, job search and career development, and academic advising.  <b>Action:</b> No action to be taken by the programs. The School’s administrative offices are aware of this recommendation and will continue to monitor the needs of international students as they continue to change.</p>	<p>We agree in principle with this recommendation and the programs’ response that the School’s administrative teams are well informed of and committed to serving international students’ diverse needs.</p>	<p>Ongoing</p>	<p>Schulich Student Services and International Relations;                  Schulich Centre for Career Design;                  Office of the Associate Dean Academic</p>
<p>4. That the School undertake a reflective analysis of the Diploma in Financial Engineering to determine how the program aligns with Schulich’s other offerings, the School’s strategy and what the outcomes for students are.</p>	<p>Agree <input checked="" type="checkbox"/>                  Agree if resources permit <input type="checkbox"/>                  Agree in principle <input type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p>The FinEng Diploma program is a program offered with the Department of Math and Statistics. Although the enrollment for the Schulich MBA students is low, there is sufficient demand from the MA math students.  <b>Action:</b> We will carefully review the current curriculum with the Department of Math and Statistics and incorporate more concurrent topics. We have discussed the low enrollment</p>	<p>We support this recommendation and encourage the program to articulate and commit to a specific timeline for formulating a plan with Math and Stats to address the low enrolment as well as the program’s identity within the School’s culture and</p>	<p>Collaborate with Math and Stats on the development of a plan by the end of 2024.</p>	<p>Program Directors</p>

		<p>issue with the Director of FinEng program from the Department of Math and Statistics, will formulate a plan soon.</p>	<p>mission.</p>		
<p>5a. That full-time and part-time personnel teach alongside each other in each session when feasible.</p>	<p>Agree <input checked="" type="checkbox"/>                  Agree if resources permit <input type="checkbox"/>                  Agree in principle <input type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p><b>MAcc Response:</b> We agree that using customized materials as opposed to stock slide decks provided by the publishers of textbooks is essential and ideal in master level courses. Most of the instructors in the MAcc are either tenure track professors or contract faculty. Many of the latter group are regularly nominated for and winners of teaching awards. Furthermore, the practice in the MAcc program, to the extent it is feasible, is to have the same contract faculty teach a particular course over multiple years. Many of these contract faculty members have created their own extensive customized materials, often reviewed, and critiqued by tenured faculty. While contract faculty and tenure track professors may not always teach together, there is ongoing communication between the two groups throughout the term. More specifically, course coordinators are either tenure track professors or contract faculty. Part-time faculty assigned to</p>	<p>We agree with this recommendation and support the program’s response. We note that the School’s accreditation strategy—specifically its assurance of learning plan for each program in the AACSB self-evaluation report—will provide additional structure for tenured faculty to consult with and mentor part-time instructors to ensure that course content and pedagogical approaches are consistent and that part-time instructors are getting opportunities for professional development in teaching.</p>	<p>Ongoing. AACSB Assurance of Learning plans (e.g. meeting with instructors to discuss alignment of materials, outcomes, assessments) are underway in 2024.</p>	<p>Program Director, Associate Program Director, program faculty and instructors, AACSB project team, Associate Dean, Programs.</p>

		<p>teach MAcc courses operate under the direction of these course coordinators. The latter often share their customized materials with and provide guidance to the former.</p> <p><b>Action:</b> We will ensure that course coordinators are either tenure track professors or contract faculty with extensive teaching experience. We will monitor the extent to which the course coordinators mentor, guide and share their materials with part-time instructors.</p>			
<p>5b. That the programs be attentive to the impact of curriculum and delivery changes in the BBA program.</p>	<p>Agree <input checked="" type="checkbox"/></p> <p>Agree if resources permit <input type="checkbox"/></p> <p>Agree in principle <input type="checkbox"/></p> <p>Do not agree <input type="checkbox"/></p>	<p>Our understanding is that changes to the BBA program will affect only the lower-level core courses and not the upper-level accounting/finance courses. Thus, the impact of the changes in the lower-level BBA core courses will become apparent in these upper-level accounting courses. Remedial action, if necessary, will therefore be first taken in these upper-level BBA accounting courses. Additional remedial action, if necessary, will be taken at the MAcc/MFin level.</p> <p><b>Action:</b> We will monitor for any unintended consequences arising from the introduction of the super-sections in the lower-level core courses of the BBA</p>	<p>Changes to the enrolment of first- and second-year core BBA courses should not affect Schulich graduate programs. We agree with the programs' approach of ongoing monitoring over the next few academic years.</p>	<p>Ongoing; 2024-2026</p>	<p>Program Directors, ADA</p>

		<p>program and take any remedial action that may be required.</p>			
<p>6. That Schulich consider developing an additional workshop series to sensitize domestic and international students to cultural differences in the workplace.</p>	<p>Agree <input checked="" type="checkbox"/>                  Agree if resources permit <input type="checkbox"/>                  Agree in principle <input type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p><b>MAcc Response:</b> We agree that it is important to focus on the all-round development of our international students to ensure that they succeed not only academically in the program and on the CFE but also in their later professional life. Being cognizant of this fact, we have instituted a separate orientation program for our India DIAC students and other international students. Furthermore, we are closely monitoring international student progress in terms of professional development alongside with the progress of other international students admitted to the Toronto DIAC program. We emphasize to these students the importance of taking full advantage of the facilities offered by the Career Centre for Design (CCD) and of attending as many networking sessions as possible. We have also met some of these students on a one-on-one basis to identify any measures/support that can be taken/provided to enhance their professional development. Furthermore, we are collaborating with the CCD to implement workshops and</p>	<p>We appreciate the programs' initiatives to sensitize students to cultural differences as part of career readiness. Several of the School's administrative teams are currently involved in a cross-functional collaboration under the leadership of the Associate Dean, Programs to develop a student co-curricular progress tracking system to help students, staff, and faculty at the School better understand and account for individual students'—both domestic and international—progression through the already-robust set of offerings available through the Centre for Career Design,</p>	<p>Ongoing; design and implementation of student co-curricular success tracking application underway in 2024 for piloting in F/W 2024/25.</p>	<p>Program Directors, Associate Dean Programs, various administrative teams within the School (IST, ADA, CCD, SSIR).</p>

		<p>resources exclusive to the international group.                  The MF program has introduced a weekly professional seminar series to help students develop business communication and network building skills. We also created a Buddy system, pairing every new student with an experience MF alumnus. The experienced MF alumnus not only provide tips to new students on course work, but also guide new students through their career building process.</p> <p><b>Action:</b> We will continue to explore whether additional measures that support the professional development of our international students are required, including the development of extra workshops and implement such measures as and when required. We will continue to work with the staff at the CCD to create customized workshops sensitizing students to cultural differences in the workplace.</p>	<p>Student Services and International Relations, and Alumni Engagement.</p>		
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**PROGRAM'S ADDITIONAL COMMENTS:**

The programs' responses were shared with the deans.

**DEAN'S ADDITIONAL COMMENTS:**

The deans will share the completed RRRS with the program leaders for their reference. The School will continue to rely on its internal program review and accreditation processes to support monitoring of progress or the need to revise plans/timelines. Each Schulich program is evaluated annually to assess the quality of input, throughput, and output. This process helps with monitoring the input mix (domestic versus international), updating the curriculum and out indicators such as pass rates and employment data.

# **YORK UNIVERSITY**

## Final Assessment Report

**Theatre, Undergraduate (BA, BFA) – 2016 - 2022**  
**Theatre and Performance Studies, Graduate (MA,  
MFA & PhD) – 2015 - 2022**

**School of Arts, Media, Performance and Design  
(AMPD)**

**Cyclical Program Review**

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

**Program(s) Reviewed:**

Theatre (BA, BFA)

Theatre and Performance Studies (MA, MFA, PhD)

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Ramón H. Rivera-Servera, Effie and Marie Cain Regents Professor of Fine Arts and Dean, College of Fine Arts, The University of Texas at Austin

Dr. Melissa Blanco Borelli, Associate Professor of Theatre and Dance and Director of the Program in Dance, Northwestern University

Dr. Barbara Evans, Associate Professor, Department of Cinema & Media Arts, School of the Arts, Media, Performance & Design, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 15, 2022

Self-study undergraduate program submitted to Vice-Provost Academic: August 15, 2023

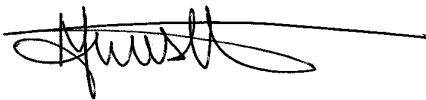
Self-study graduate program submitted to Vice-Provost Academic: August 31, 2023

Date of the Site Visit: October 18-19, 2023

Review Report received: February 8, 2024

Dean's and Program Response received: March 28, 2024

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, May 23, 2024.



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

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



## **SITE VISIT: October 18-19, 2023**

The virtual site visit including meetings with the following individuals and groups:

- Marcia Annisette, Vice-Provost Academic
- Alice MacLachlan, Vice-Provost and Dean of Graduate Studies
- Sarah Bay-Cheng, Dean, School of the Arts, Media, Performance and Design
- Sarah Parsons, AD Research
- Gabriel Levine, AD Academic
- Eric Armstrong, Chair of the Department
- Ian Garrett, Graduate Program Director
- Sheril Hook, Associate Dean, Teaching and Learning, University Libraries
- Mary Kandiuk, Program Support Librarian
- Full-time faculty members
- Part-time faculty members
- Departmental administrative staff
- Undergraduate and graduate students

## **OUTCOME**

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

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

The next Cyclical Program Review will begin in the Fall of 2030 with a site visit expected in the Fall of 2031 or Winter of 2032.

## **PROGRAM DESCRIPTION**

The Department of Theatre & Performance, within the School of the Arts, Media, Performance and Design (AMPD), is home to six undergraduate and two graduate Programs in Theatre.

The undergraduate programs lead to the BA or a BFA. Specialized streams in the Theatre programs include Performance Creation, and in the BFA, streams in Production and in Acting. Minor options are also available.

The MA and PhD programs were established in 2005, and the first graduate students were accepted in 2006. The degree name was originally “Theatre Studies,” but was later changed to “Theatre and Performance Studies” (or “T&PS”) in 2012 to better reflect the interdisciplinary curricular and faculty research strengths in the program. In

2023, the programs were combined with the MA Dance and PhD Dance Studies to form the current program in “Theatre, Dance, and Performance Studies” (or “TDPS”) to reflect the overlapping areas of research, instruction, and supervision across the programs.

The MFA in Theatre is currently on hiatus as the suite of programs offered by the Department is evaluated and programs evolve.

The reviewers “note the ways in which the unit has advanced significant progress since the last review on matters of securing broader representation and to ensure the programs are culturally responsive. Strategic hiring to this end, the curricular and programmatic advancement of devised performance, and the increasing move toward interdisciplinary integration with curriculum in dance and, as we recommend in this document, media, point towards a future well aligned with contemporary practice and with the stated diversity goals.” The areas the reviewers highlight for continued focus include exploring potential for curricular efficiencies through integration with other programs, enhancing resources and curricular planning in support of professional development and career planning, and focusing graduate curriculum around methodology instead of direct content expertise.

## RECOMMENDATIONS:

The Review Report, in addition to suggestions and comments throughout, listed the following recommendations for consideration by the program and the Dean. The Program and the Dean reviewed the recommendations and outlined a plan of action for responding to the report’s comments.

The Programs and Dean’s responses to the recommendations are included as an appendix to this Final Assessment Report.

The Institutional Implementation Plan, for which the program and Dean are responsible, follows the recommendations below. As noted above, a Follow-Up Report on the Institutional Plan will be submitted 18 months from when this Final Assessment Report is accepted by the Joint Subcommittee on Quality Assurance.

### RECOMMENDATION 1:

**Continue to explore integration with other programs to secure both staffing and curricular efficiencies.** It is important that courses be refreshed to remain relevant to the expanding range of practices students in the increasingly integrated multi-genre classrooms are pursuing as potential artistic platforms and career opportunities. Key to this will be the mainstreaming of core training that might serve theatre artists (in Theatre, performance, and dance) to those producing content and performance for media venues. Some key opportunities we identified include the exploration of meaningful collaborations with film, television, and other media producing units around common curricular and production needs (including a more intentional offering of courses that may support both live performance and media production) and the

development of a culture around performance and storytelling that is expansive in its understanding of multi-platform migration of content and the ways makers navigate across industry and community expectations with increased dexterity and interdisciplinary proficiency.

**RECOMMENDATION 2:**

**Enhance resources and curricular planning in support of professional development/career planning.** Offering more explicit curricular and co-curricular opportunities focused on understanding of the career pathways available to students in the programs, and articulation of the economies they will need to navigate a creative career and the business skills they will need to do so, seems incredibly important to support recruitment, retention, and clarity of postgraduate path for students in the programs. If acting faculty will not be replaced perhaps a BIPOC target hire for an industry professional project manager to oversee professional development/placement strand of the curriculum might help fulfil this suggestion.

**RECOMMENDATION 3:**

**Focus Graduate Curriculum Around Methodology instead of Direct Content Expertise:** A reprioritization of course offerings would allow students to see how any faculty can potentially be their supervisor without feeling like only the one faculty member who does e.g., theatre history pre-1900 can be their supervisor.

## INSTITUTIONAL IMPLEMENTATION PLAN

RECOMMENDATION:	ACTION	TIMELINE:	PERSON(S) RESPONSIBLE
<p>1. That the Department continue to explore integration with other programs to secure both staffing and curricular efficiencies</p>	<p>1a. Work on streamlining and amalgamating resources in the newly merged department will continue through the summer and into next year.            1b-c. Overseen by the department executive, faculty will identify all existing integrations within our areas, and reach out to other AMPD departments, to establish new connections and to streamline our offerings across performance and media.            1d. Areas, coordinated by the executive, will look for ways to develop partnerships and exchanges further.            1e. The Chair and the Transition Advisor, working with the staff and the executive, will update articulation agreements and simplify degree pathways where possible.            1f. The Acting &amp; Performance area and the Performance Creation area will collaborate to develop further opportunities for Directing and Acting for Camera within current offerings.            2. The program will use the new website to more effectively communicate with students about events, offerings, pathways, and career opportunities.</p>	<p>Summer 2024; ongoing.            Website: revisions underway; expected May 2024</p>	<p>Chair; Department Exec;            Associate Dean Academic; Dean</p>
<p>2. That the Department and programs enhance resources and curricular planning in support of professional development/career planning.</p>	<p>1. The Theatre program will clarify &amp; promote existing opportunities in THEA 3150 and 4150, THEA 4020 and 4021, and expand them across areas and disciplines.            2. The Department will take steps to highlight the range of professional development and career planning opportunities available to students via the department website, social media, and related communications.            3. The Department will continue to develop Work Integrated Learning (WIL) offerings through new grants (expanding on previously successful CEWIL and AIF grants) and seek to offer more community and workplace experiential education opportunities in all programs.            4. The Department will continue to apply for and offer job opportunities through the Work Study and Research at York (RAY) programs.</p>	<p>Planning in Summer 24; Search in 2024-25.            Review options in Summer 24 for shared curriculum offerings with professional development across the Faculty (e.g., 'in/outs') and potential for core</p>	<p>Chair; Assoc Dean-Academic;            Dean</p>

	<p>5. The Department will continue to invite alumni to classes and events, including Prime Time, to discuss career pathways and provide networking opportunities for students in all years of study.</p>	<p>curriculum.</p>	
<p>3. That the graduate program focus curriculum around methodology instead of direct content expertise.</p>	<ol style="list-style-type: none"> <li>1. The program will enhance its outreach to cross-appointed faculty with the goal of inviting more substantial engagement with the program and its students.</li> <li>2. The program will clarify embedded methodologies in course titles and descriptions.</li> <li>3. The Department will provide support for GPD continuity with initiatives and conversations at the AMPD Grad Committee level as a revision to the program administration manual, and through onboarding and mentorship at program and faculty levels.</li> <li>4. The Department will seek new hires in the department to address needed methodology instruction and supervision.</li> <li>5. Through the AMPD Graduate Committee, advocate for and support searches for FGS-appointable faculty across AMPD that looks to facilitate cross-program supervision through normalization across programs, and shared prioritization of methodologies.</li> <li>6. The Department will build supports for non-AMPD program appointed faculty to be better integrated into program administration and primary supervision in ways that respect the impact on overall service commitments.</li> <li>7. Continue to build and rebuild non-curricular opportunities for connection between students and faculty which leverages our program colloquium, AMPD-level colloquium, student governance structures, and social events.</li> </ol>	<p>Review of curriculum in Summer/Fall 24; implementation of actions outlined in 24/25.</p>	<p>GPD; Associate Dean Research; Dean</p>

**Appendix A**

The chart below contains the responses to the Review Report recommendations from both the Theatre Program and the Dean of AMPD, along with the proposed action plan for program enhancement, suggested timelines and the individuals responsible for ensuring follow through on the items.

**Completed by:**

Eric Armstrong, Chair; Ian Garrett, GPD; Departmental Executive, Aaron Kelly, Jamie Robinson, Marlis Schwietzer; Sarah Bay-Cheng, Dean

April 2024

RECOMMENDATIONS	TO BE COMPLETED BY PROGRAM IN CONSULTATION WITH DEAN.	PROGRAM'S DETAILED RESPONSE	DEAN'S RESPONSE	TIMELINE: (TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)	PERSON(S) RESPONSIBLE: (TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)
<p>Recommendation 1: That the Department continue to explore integration with other programs to secure both staffing and curricular efficiencies.</p>	<p>Agree <input checked="" type="checkbox"/>                      Agree if resources permit <input type="checkbox"/>                      Agree in principle <input type="checkbox"/>                      Do not agree <input type="checkbox"/></p>	<p>Continuing to pursue multiple forms of integration will be critical to our programs' future success.                      1a. We are excited that our upcoming merger with Dance, as of May 1st, puts us on track to integrating with our closest "cognate" within the Performance aspect of AMPD. As a result of this merger, many staffing and curricular efficiencies are already underway.                      1b. We will continue our work to de-silo within the department and interconnect across our UG programs.                      1c. Through the new connections that we're establishing with CMA (e.g. Motion Capture), VAAH (Drawing), Music</p>	<p>1a. I concur with the Department's response. I have been pleased with the collegiality and progress in the Theatre &amp; Performance and Dance merger. As noted, many efficiencies are already underway.                      1b. I support this and am happy to support as may be needed. The Department has done significant work in this regard and should be further supported.                      1c. I support this.</p>	<p>Summer 2024; ongoing Website: revisions underway; exp. May 2024</p>	<p>Chair; Department Exec; Assoc. Dean Academic; Dean</p>

		<p>(Performing Arts in the Community), and IA (access to our programs), we will seek efficiencies and opportunities to integrate across programs.</p> <p>1d. Partnerships with UAL Wimbledon, other partners like YRDSB (Experiential Arts Mentorship Program), and professional companies, such U.N.I.T. Productions' Morro &amp; Jasp, will be expanded upon to offer increased training opportunities for students.</p> <p>1e. Articulation agreements with partner schools will be revised and updated. We will simplify degree pathways and seek to clarify how they are communicated in documentation and on the web.</p> <p>1f. The department will look to find ways to expand further opportunities for Directing and Acting for Camera, potentially with the goal of identifying new integration opportunities across AMPD and the university more broadly.</p> <p>2. The department will work to clarify its communications through social media, email, and our departmental website, to more effectively communicate with applicants, students, partners, and potential donors.</p>	<p>1d. These efforts are to be commended. With the many changes in Toronto theatre, there may be value in establishing connections with local theatres. I would recommend that we look for residency models for artists or theatre companies in residence.</p> <p>1e. I support this.</p> <p>1f. I support this and would recommend connecting with Media Arts and Digital Media Games Design and animation.</p> <p>2. Agreed and will support as best we can. The Faculty website is undergoing substantial revision (due: May 2024) and will be better able to communicate on behalf of the new combined Department of Theatre, Dance &amp; Performance.</p>		
		<p><b>Action:</b> 1a. Work on streamlining and amalgamating resources in the newly merged department will continue through the summer and into next year.</p> <p>1b-c. Overseen by the department executive, faculty will identify all existing integrations within our areas, and reach out to other AMPD departments, to establish new connections and to streamline our offerings across performance and media.</p> <p>1d. Areas, coordinated by the executive, will look for ways to develop partnerships and exchanges further.</p> <p>1e. The Chair and the Transition Advisor, working with the staff and executive, will update our Articulation Agreements.</p> <p>1f. The Acting &amp; Performance area and the Performance Creation area will collaborate to develop further opportunities for Directing and Acting for Camera within our offerings.</p> <p>2. We will use the new website to more effectively communicate with students about events, offerings, pathways, and career opportunities.</p>			

<p>Recommendation 2: That the Department and programs enhance resources and curricular planning in support of professional development/career planning.</p>	<p>Agree <input type="checkbox"/>                  Agree if resources permit <input checked="" type="checkbox"/>                  Agree in principle <input type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p>While we offer students many supports for professional development/career planning embedded in the program in the form of units within courses and a career management course (THEA4150), many students don't encounter these supports until the final year of study. That said, our unique Prime Time offering to all first-year Theatre &amp; Performance students includes a series of conversations with industry professionals and/or alumni, often with an emphasis on identifying career pathways. Other public events, including symposia, workshops, job fair visits, alumni-focused gatherings held pre-COVID, give students in all years an opportunity to network. And of course, most of our courses invite guest artists to visit classes, while we regularly hire directors for our mainstage shows. Students also gain valuable professional development and career planning opportunities through the Work Study and Research at York programs. Most of these activities are available to students across all four years of study.</p> <p>The reviewers (and possibly the students they spoke with) are under the impression that these supports are quite limited, when in fact this perception may be the product of our communication strategy. Our focus on developing foundational skills in the first three years of training and saving professional development/career planning to the end of the third and fourth year is not unusual in programs of this nature. The suggestion that we should focus on a new hire overlooks the very present need to address the more pressing gaps in teaching the core of our programs and the service demands of running them, where we've needed to rely on CLAs. Having an appropriate new tenure-track faculty member join us with skills that can both address our needs and increase our coverage of these areas would be ideal. However, we also see value in highlighting these career opportunities more explicitly for students via department emails, website, social media, and other forms of communication</p>	<p>The Department's plan for professional development is sound and I agree that with the rationale that more tenure-stream hires are needed. However, given the challenges in recruiting, budget and anticipated enrolments, the timeline for hiring may not be possible in 2024/25.</p> <p>It may also be helpful to engage with resources connecting alumni with students, such as YU Connect. We are also hoping to create more Faculty-wide professional &amp; career resources for artists, designers and other creators.</p> <p>Finally, at the Faculty level, it may be advisable to revisit the role of in/out requirements and to consider developing a core curriculum across the Faculty that would focus on needs specific to the disciplines of AMPD, including Theatre &amp; Performance, and would address the specialized knowledge and professional needs of Theatre &amp; Performance graduates.</p>	<p>Planning Summer 2024; Search 2024-25 (👉)                  Review options for shared curriculum offerings with professional development across the Faculty (e.g., 'in/outs') and potential for core curriculum.</p>	<p>Chair; Assoc Dean-Academic; Dean</p>
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		<p><b>Action:</b> 1. We will clarify &amp; promote existing opportunities in THEA 3150 and 4150, THEA 4020 and 4021, and expand them across areas and disciplines.                  2. We will take steps to highlight the range of professional development and career planning opportunities available to students via the department website, social media, and related communications.                  3. We will continue to develop our Work Integrated Learning (WIL) offerings through new grants (expanding on previously successful CEWIL and AIF grants) and seek to offer more community and workplace experiential education opportunities in all our programs.                  4. We will continue to apply for and offer job opportunities through the Work Study and Research at York (RAY) programs.                  5. We will continue to invite alumni to classes and events, including Prime Time, to discuss career pathways and provide networking opportunities for students in all years of study.</p>			
<p>Recommendation 3:                  That the graduate program focus curriculum around methodology instead of direct content expertise</p>	<p>Agree <input type="checkbox"/>                  Agree if resources permit <input type="checkbox"/>                  Agree in principle <input checked="" type="checkbox"/>                  Do not agree <input type="checkbox"/></p>	<p>We appreciate the time the reviewers spent with us and members of the TDPS community through the CPR Visit. As well, we appreciate the comments regarding the focus on methodology versus topic expertise in how the program position. If possible, we would appreciate clarification or additional detail/guidance on how to interpret this recommendation. Graduate, if not all, education requires a combination of topic expertise and research methodology. Faculty may be experts in specific topics, but they are also experts in specific methodologies, and this is embedded in many courses, even though we may only identify one course each year as our Methodologies course, this is not intended to indicate that it is our only supported methodology.</p> <p>As an action, we will look at course names and descriptions to bring clarity to the Methodologies embedded regardless of if the primary purpose of the course is to educate on a methodology itself. We already identify alternative methodology courses to our own from across the university and do consider even more courses on a case-by-case as befits the students and will also look to clarify the why and how of how students engage with methodologies beyond our own given our small size.</p>	<p>There are two connected but distinct issues here: 1) curriculum focused on specific research areas or methodology; 2) supervisory capacity. It is not clear from the Graduate Program CPR that the challenge in supervisions is related to disciplinary focus among current faculty or the availability of faculty supervisors. It may be that the Program needs to focus recruitment for graduate students that align with the capacity and research needs of the research-active faculty. This may require a different approach to recruitment and evaluation of graduate students.</p> <p>I agree with the Program that the specific implementation of this recommendation would benefit from further clarification. I wonder whether the reviewers intend to</p>	<p>Review of curriculum in summer/fall 2024;                  Implementation of actions outlined in 24/25.</p>	<p>GPD, Assoc Dean-Research Dean</p>

		<p>Following on this, and as we've felt that we've recently been directed to limit methodologies like research creation, it would be helpful to understand which methodologies would be appropriate to focus on and how we can collaborate with our AMPD colleagues and beyond to best support diverse approaches to research.</p> <p>As another action we can take, this is something we hope to see emerge from participation in the AMPD Graduate Committee and collective work done through SENSORIUM, especially in supporting continuity from GPD to GPD and looking at onboarding if not mentorship within the faculty-level committee.</p> <p>As this recommendation seems to be at least in part in reference to addressing strains on faculty supervision capacity, another action to address this would be the same as indicated in the self-study. While there is the appearance of a large pool of appointed faculty, those outside of the resource department (Theatre, Dance, and Performance) or, at minimum, the resource faculty (AMPD) may have the necessary expertise (which is why they are appointed) but can struggle to navigate the administrative aspects of supervision in the program. Therefore, the department requires additional faculty who are appointed to our programs, supported, and qualified to serve as primary supervisors to students. Be these hires based on expertise in topics or methodologies, someone needs to provide this instruction and do this supervision and current structures in the university make this necessary to be someone appointed to the resource department, or at least AMPD. We are open to supervision by those from outside of the department, we would seek to explore how those appointed to the program, but not the department, balance the added service required to be active in the program and sufficiently familiar with the</p>	<p>suggest a reduction in research creation methodologies or whether they advocate a different approach to methodology and integration in the Program.</p> <p>In the meantime, however, and in the absence of clear direction from the reviewers, it may be preferable to examine the curriculum from the perspective of supervisions: what are the core strengths of the Program and its associated faculty? What methodologies are taught in what domains of expertise? How can we promote the distinct skills and areas of strength to potentially interested graduate students while ensuring the supervisions are evenly distributed across the available faculty members?</p> <p>Regarding the actions proposed, I support the Program's approach. Certainly new hires would expand supervisory capacity, but given the financial resources of the Faculty, this may not be possible in the near term. The suggestions regarding the Dean's rep and other directions for the recruitment of future faculty members are duly noted for the future.</p>		
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	<p>administrative aspects of primary supervision within the program to effectively fulfill that role.</p> <p>As an associated action we can take in this regard, should resources to hire additional faculty that address the supervision needs from either a topic or methodology perspective, we would look to work at the AMPD-level to norm program administration to allow for portability of faculty capacity across AMPD programs. This is in part underway through the shared approach to PhD colloquium, and we expect this will continue to grow, and we can bring this goal to that body for conversation. We would also like to suggest and advocate for an approach to any searches which expect appointment to FGS, that there is language in postings and an eye from a role like the Dean's choice on those committees that seeds support for future supervision and alignment with methodological needs across AMPD programs.</p> <p>Knowing that many of our actions may take time to execute as they require the time to work through committees and the academic hiring process, we also propose action in the shorter term which addresses the concern about exposure to the variety of faculty who can supervise students and work within a variety of methodologies. As outlined in our self-study work is already underway in (re)building the program community. As we noted, closures related to the pandemic challenged the cohesion of our program, eliminating casual opportunities to connect outside of schedule courses and meetings. Through the combination of programs into TDPS, as we return to work in shared space, we have worked to re-establish active student governance, bring more opportunities for connection into things like our program colloquium and coordination with the AMPD level colloquium, and other opportunities for social gathering. Immediate before reading week in the 2024 Winter term, the first program social night</p>			
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		<p>since 2019 was organized. Working on establishing and re-establishing social and less formal points of connection are essential for connecting students with faculty for potential supervision, given the limited coursework a small program is given leeway to offer.</p>			
		<p><b>Action:</b> ■ 1. The program will enhance its outreach to cross-appointed faculty with the goal of inviting more substantial engagement with the program and its students.                  2. Clarify embedded methodologies in course titles and descriptions.                  3. Support for GPD continuity with initiatives and conversations at the AMPD Grad Committee level as a revision to the program administration manual, and through onboarding and mentorship at program and faculty levels.                  4. Seek new hires in the department to address needed methodology instruction and supervision.                  5. Through the AMPD Graduate Committee, advocate for and support searches for FGS-appointable faculty across AMPD that looks to facilitate cross-program supervision through normalization across programs, and shared prioritization of methodologies.                  6. Build supports for non-AMPD program appointed faculty to be better integrated into program administration and primary supervision in ways that respect the impact on overall service commitments.                  7. Continue to build and rebuild non-curricular opportunities for connection between students and faculty which leverages our program colloquium, AMPD-level colloquium, student governance structures, and social events.</p>			

**YORK UNIVERSITY**  
Final Assessment Report

**Master of Public and International Affairs (MPIA)**

**Glendon Campus/Campus Glendon**

**Cyclical Program Review – 2013 to 2021**

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

**PROGRAM REVIEWED:**

Master of Public and International Affairs (MPIA)

**REVIEWERS APPOINTED BY THE VICE-PROVOST ACADEMIC:**

Emmanuel Brunet-Jailly, Professor and Jean Monet Chair, School of Public Administration, University of Victoria, Victoria, BC

Brooke Geffrey, Professor, Faculty of Political Science, Concordia University, Montreal, Quebec

Markus Biehl, Professor, Management Science Specialization, Schulich School of Business, York University, Toronto, Ontario

**CYCLICAL PROGRAM REVIEW KEY MILESTONES:**

Cyclical Program Review launch: September 15, 2021

Self-study submitted to Vice-Provost Academic: March 21, 2023

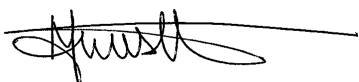
Date of the Site Visit: April 24-25, 2023

Review Report received: June 30, 2023

Program Response received: October 16, 2023

Dean's Response received: November 8, 2023

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 18, 2024.



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

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

### **SITE VISIT: APRIL 24-25, 2023**

The Review Committee met virtually with the following groups and individuals, beginning with Lyndon Martin, Vice-Provost Academic and Thomas Loebel, Dean and Associate Vice-President, Faculty of Graduate Studies. The Principal's Office at Glendon was represented by Audrey Pyee, Associate Principal Academic, and Swann Paradis, Associate Principal Research and Graduate Studies. The reviewers met with Francis Garon, Chair of the MPIA and with a group of MPIA full-time faculty members, a group of part-time faculty members and a group of graduate students. Librarians who met with the reviewers were Andrea Kosavic, Associate Dean, Digital Engagement and Strategy and Leigh E. Jackson, Content Development Librarian, Glendon College.

Marco Fiola, Principal of Glendon College, had to cancel the scheduled meeting with the Review Committee.

### **OUTCOME:**

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

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

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

### **PROGRAM DESCRIPTION AND STRENGTHS**

The bilingual Master of Public and International Affairs was established in 2008. Students have three options for completing the two-year degree: course work only, course work with a major research paper, or course work with study abroad, through exchange programs. Students may also pursue internships with a term abroad. The reviewers noted core innovations in the program which include the summer internship and teaching by professionals in related areas of specialization in the public sector.

The reviewers said, however, that there is a need for better clarity for students about degree options, the major research paper and the experiential learning options in the program.

The reviewers note that the faculty complement of the MPIA program is strong and carries a research program that is clearly above average. Noting that there are few law or public administration scholars, the reviewers indicate that disciplinary representation is good. The reviewers note that there is a need for coordination in the program to ensure engagement by faculty members with the broader degree program.

Regarding the program's bilingualism, the reviewers noted that "the linguistic balance favours courses being taught in English." They further suggest that "the 'international' public affairs focus of the program is underdeveloped" as it is uniquely focussed on one option of studies in France. The reviewers also noted that, the program's leadership "should not lose sight of the MPIA's original design, which remains excellent: It brings together academic/theoretical knowledge and practice. Students' work is likely to bring together practice-informed theory in almost all of their research done in classes and resulting in the Major Research Papers stream."

The reviewers provided both formal and informal recommendations in their report, all of which will be considered carefully by the program. The formal recommendations, with the response of the program and the Principal, are below.

## **RECOMMENDATIONS AND RESPONSES**

The recommendations are organized in two categories: (1) governance and leadership, (2) program goals/objectives, and alignment of program with goals and student information.

### **GOVERNANCE AND LEADERSHIP**

#### **RECOMMENDATION 1**

The MPIA program's leadership structure should be considered to ensure its focus is on the program core goals: academic, experiential, and policy and research. The MPIA needs unified leadership focused on the program core goals: academic, experiential, and policy and research.

#### **PROGRAM RESPONSE**

The program will explore how to strengthen the governance and the leadership structure of the program. The program is already focused on the above-mentioned dimensions, but there might be some adjustments that could be put in place in terms of coordination.

The academic dimension is achieved through a course offering that reflects what similar programs offer; the program recognizes that specific courses still need to be put in place (Ethics and Data Analytics). The fact that the program doesn't have any dedicated faculty, i.e., it draws from different departments to teach courses (see below), doesn't help the coordination on that front.

The experiential dimension is achieved through a diversity of activities, mainly the mandatory internship programs between year 1 and 2, but also through the Weekly Colloquium, the Annual Case Study Competition, and the workshops that are organized (how to write briefing notes, mock interviews for internships). As for the internship, we have a dedicated resource (CUPE 3.0 credits) that help the students starting in



September until placement in May.

The policy dimension is also achieved through a diversity of activities such as the Weekly Colloquium, the speakers' series in which students engage with former politicians, diplomats, civil servants, etc., that address every week from September to April a diversity of concrete policy issues, both domestic and international. Students who are choosing the coursework stream do the Capstone Seminar, which consists of preparing a memorandum du Cabinet according to an actual template. Students are also introduced to briefing notes, the main way to communicate information in the policy world. Competent and dedicated practitioners associated with the program conduct workshops on briefing notes every year.

Finally, the research dimension is more limited for students since most of them, as said in the self-study, are interested in the practical aspect of the program. However, those who are interested in research can do the major research paper in their final semester. The program will consult with colleagues to see how these "core goals" could be reinforced and better coordinated.

#### **PRINCIPAL'S RESPONSE**

A number of issues raised in the reviewers' report point to the fact that very few faculty members are dedicated members or participants in the MPIA. The Principal is very sensitive to this, and believes the MPIA is, in spite of its small faculty complement, a flagship program at Glendon and has the potential to become even more important over the next few years. The lack of dedicated faculty is something that could be addressed, at least in part and as first step, through the current repositioning exercise at Glendon. Since the planned restructuring of academic units will involve the re-affiliation of faculty to departments and programs within the new structure, the Principal would like to work with faculty and the MPIA leadership to ensure that some of those who are currently loosely associated with the MPIA have a more direct affiliation and predictable participation in the leadership of the program.

#### **RECOMMENDATION 2**

Plans to re-establish the School of Public and International Affairs should be reconsidered. Re-establishing the School may add to the existing confusion and be an excuse to pass the buck even further re. admitted and fully funded candidates deciding to join competitor programs.

#### **PROGRAM RESPONSE**

The (part-time) position of the Director of the GSPIA has just been filled. Susan Pond, former NATO executive, accepted the position and began the work in September 2023. Her role includes raising the profile of the GSPIA and the MPIA by organizing events and cultivating contacts in public and private organizations. The objective will be to connect students (incoming, potential, and current) to key stakeholders in public affairs through events, networks, and internship opportunities.

The program is still trying to get the necessary support for recruitment, which has always been an issue for the MPIA. However, starting this recruitment cycle, the program intends to directly contact all the accepted candidates to convince them to come into the program. The program usually loses 3-4 strong candidates every year to other programs or due to change of career plans. However, it is known that most students apply to different programs and later decide which one to pick. That being said, more efforts will be dedicated to the conversion of those accepted.

#### **PRINCIPAL'S RESPONSE**

Recruitment and conversion are front of mind for all programs at Glendon, but perhaps due to their relative weight compared to undergraduate programs, or because they report more directly to another Faculty, over the past few years, graduate programs have often been left more or less on their own to recruit new students, which is unfortunate. Glendon has unique programs that need to be fully promoted. The lack of visibility is something that needs work. The newly appointed Director of the GSPIA is already doing excellent work to increase Glendon's visibility, with new partnerships and events planned for the Fall of 2023 and next Winter.

Glendon's MPIA is unique in Canada, and it should be easy to convince potential students to make the right choice and come to Glendon. Conversion efforts – from application to enrolment – must be intensified, something that applies both to undergraduate and graduate programs. Inviting potential students to meet current students, guest speakers, and fellows, or to attend public events organized by the GSPIA could be all that it takes to tip the scale. In the end, graduates are the best ambassadors and, given Glendon's bilingual mandate, the Principal is committed to looking for additional funding to promote the GSPIA and the MPIA among both official language communities.

#### **RECOMMENDATION 3**

The MPIA staff and faculty should meet at least once a term to better coordinate the major components of the program in terms of intent, execution and expected outcomes, for example, possibilities for better integration and coordination between the streams, and better integration of the MRP and the internship.

#### **PROGRAM RESPONSE**

The program agrees that MPIA staff and faculty should meet at least once a term. That will begin in the Fall of 2023. The program doesn't understand what the reviewers mean by a "better integration and coordination between the streams", and a "better integration of the MRP and the internship". The 3 streams exist to give students different options: coursework (more practical), MRP (research experience), and exchange (experience abroad). The MRP is a research project that students conduct on a topic of their choice, so it is not clear how this could be integrated with the internship, which is a practical experience within an organization. Colleagues in the program will be consulted on what such a "better integration" could look like.

#### PRINCIPAL'S RESPONSE

The Principal believes that the reviewers feel that the three program options co-exist side by side, instead of being different ways to achieve – and degrees of achievement of – the learning objectives of the program. One stream is not less or more than the others, and all should be defined, presented and structured as being fully *the program*, not as *means* to circumvent some of the learning objectives. Perhaps it is already the case, but this might be made more explicit, maybe through a curriculum mapping exercise.

Having all-faculty meetings would be an opportunity to demonstrate how each course, event, internship and activity is meant to initiate, develop or reinforce learning objectives. Having a general overview and understanding of the program's objectives is key to ensure that faculty grasp how important it is to achieve specific learning objectives in their own course or activity.

#### RECOMMENDATION 4

The program should make information on all its components readily available, including recommended timetables, key program milestones and tasks, and resources about where they can obtain help.

#### PROGRAM RESPONSE

The program gives all the relevant information to the students every year on orientation day. The three streams are presented, as well as the program structure and other opportunities. Information sessions are also organized every year for dual degree/exchanges to inform students about the process and the deadlines; preparation for internships starts in September with meetings with the person responsible (CUPE 3.0 credits). Students are provided with all the internship opportunities as they come along. Finally, the three streams are also clearly defined on the program's website (<https://www.glendon.yorku.ca/gspia/current-students/streams-and-degree/>). The program recognizes that the guidelines for the MRP should be revamped and made clearer.

The program is currently building a new eClass website for students, colleagues and staff with all the relevant information regarding the program. The eClass site will also contain the timetables and deadlines associated with each component/activity of the program.

#### PRINCIPAL'S RESPONSE

It does sound like the Program is doing everything possible to make the necessary information available to future and current students. The Glendon website is constantly being improved, including the pages relevant to the MPIA. The Graduate Program Assistant has been trained to complete the regular maintenance of the page.

## **PROGRAM GOALS AND ALIGNMENT WITH GOALS AND STUDENT INFORMATION**

### **RECOMMENDATION 5**

The program should conduct a review of its goals with an eye to a potential redesign of the program. This review should consider the program's goals, differentiation from competitor programs, target student populations, and leadership structure. It is not clear whether the program's original goals are still achieved, and whether these original goals are still appropriate. Furthermore, target student population and their educational differentiation from competitor programs are not defined.

### **PROGRAM RESPONSE**

During the consultation with colleagues for the CPR, the program did not hear that the main goals of the program should be reviewed. The main goal is to prepare students to be bilingual leaders in public and private organizations within the field of public and international affairs. The high placement rate after graduation indicates that the program achieves this goal.

The specificities of the MPIA are: 1) only fully bilingual (French/English) program in public and international affairs in Canada, 2) interdisciplinary, 3) and a balance of theory and practice (as reflected in the course offering and the activities of the program). The first aspect, bilingualism, sets the program apart from its competitors. The program agrees that more effort should be dedicated to better target the bilingual and francophiles students across Canada (re. recruitment). The MPIA is a relatively small program which allows students to be in close contact with professors and practitioners, which should be more emphasized in our promotion material. In short, the program intends to streamline recruitment materials and efforts to reflect these pillars and goals and how they offer a unique program for potential policy students. The program will conduct consultation with faculty and students to explore a "potential redesign" and the "leadership structure".

### **PRINCIPAL'S RESPONSE**

The Principal agrees with the Director of the Program. External reviewers make this recommendation without connecting it directly to a problem that was identified in the CPR process. It is unclear whether this is related to enrolment/recruitment, or reputation.

There is work to be done with recruitment/enrolment, but the Principal does not think that a link can be made between recruitment/enrolment and program goals.

### **RECOMMENDATION 6**

Consider possible mechanisms for streamlining curriculum changes, including new course offerings.

#### PROGRAM RESPONSE

The problem with course offering is not bureaucratic burden, but the lack of resources within Glendon. The courses that the reviewers seem to be referring to are those for which the program couldn't find professors despite many efforts (i.e., colleagues who accepted to teach those courses but left Glendon). The program is committed to finding solutions for a course on Ethics and one on Data Analytics.

More generally, it has to be noted that the program does not have specific faculty members dedicated to the MPIA. All colleagues who are teaching in the program come from different departments, and most of them also teach in other graduate programs at the Keele campus. Despite these challenges, the program has designed and implemented a number of new courses that are highly relevant to the current international and policy context (International Development, The Environmental Crisis, Social Policy, Surveillance Policy, Migration Policy). The program will continue to enhance the curriculum through new course development on issues of policy importance.

#### PRINCIPAL'S RESPONSE

See Principal's comments for Recommendation #1.

#### RECOMMENDATION 7

Review the balance of English and French in terms of the number of courses taught in each language and also within individual courses. Consider:

- Better linguistic balance across courses, in particular,
- Better representation of courses taught in French.
- In courses taught in French, better presence of French research / literature.

#### PROGRAM RESPONSE

The ratio of English/French courses over the last three years has been 8 (English) to 5 (French). Most of Faculty and Adjunct (practitioners) have English as their mother tongue or preferred language. However, the program will make an effort to provide parity. As for the readings in French courses, a message will be sent to instructor teaching French courses to try to better integrate French readings in their courses.

#### PRINCIPAL'S RESPONSE

Over the past three years, Glendon has looked at making its undergraduate degree language requirements more flexible, in order to preserve the integrity of the programming while alleviating perceived obstacles for students who might find the undergraduate bilingual degree requirements too demanding. Perhaps the MPIA could look at how bilingualism can be presented less like a *requirement* and more like an *advantage* that requires some effort on the part of students. Whether courses are taught in French or in English, students would greatly benefit from reading texts in both official languages for their courses and assignments.

If bilingualism is an advantage in this program – and the Principal believes that it is -- then it must also be recognized that learning, using and becoming fluent in a language requires effort on the part of the learners.

### **RECOMMENDATION 8**

Consider enhancing the integration of the internship and the MRP with the broader educational goals of the program, in addition to the incidental development of professional skills.

#### **PROGRAM RESPONSE**

The program doesn't understand how the internship and MRP could be "integrated". The internship is a mandatory component of the program, that allows students to gain practical experience within an organization, whereas the MRP is an option for students, in their last semester, who are interested in having a research experience. Also, it is not clear why the two streams (coursework and MRP) would be "polarizing". It is two different choices for students who have different interests. The program will consult the membership to see if and how it would be possible to integrate these two components of the program.

#### **PRINCIPAL'S RESPONSE**

See the Principal's comments for Recommendation #3.

### **RECOMMENDATION 9**

Each pathway should strengthen the complementarity of the policy and research outcomes of the program: students doing the Major Research Paper should be required to attend the Capstone Seminar and to work on a policy question coming from a public sector organization; the pathway requiring the Major Research Paper should be granted credits. Reports should be available to the public. The Study Abroad should also lead to a Major Research Paper or Report.

#### **PROGRAM RESPONSE**

Within the current structure, it is not possible for students to do both the MRP and the Capstone. The MRP consists of a research paper that students need to write in their final semester, and the expectations are such that students need to be committed to it full time. However, the program will consult with colleagues to see if the MRP could be structured around a "policy question coming from a public sector organization" to determine whether this may be an appropriate direction for this aspect of the program.

#### **PRINCIPAL'S RESPONSE**

While the Principal agrees with the Director about the two streams not being mutually inclusive by design, the point regarding the whether the results of the Study Abroad and of the MRP could be made available to the public, i.e., future and current students remains. MRPs are meant to be available to the graduate community of York, for

consultation. Perhaps making the results of these research efforts public in a different form could be considered, for example as part of an annual colloquia.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 18, 2024

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the leadership structure of the MPIA be reviewed to ensure a unified focus on the core goals of the program.	<p>The program will work with the Principal's Office to ensure that colleagues who are currently loosely associated with the MPIA have a more direct affiliation and predictable participation in the leadership of the program.</p> <p>The program will explore mechanisms to strengthen governance and leadership of the program.</p>	Director, MPIA Principal	Implementation by the end of Fall 2024.
2.	That plans to re-establish the School of Public and International Affairs be re-examined so that confusion for prospective students is not compounded and recruitment / conversion efforts are not impeded.	<p>A decision has already been made to re-establish the GSPIA and the (part-time) position of the Director of the GSPIA has just been filled as of September 2023.</p> <p>The program will work with the Communications Office at Glendon and the Associate Director Graduate Communications and Recruitment (FGS) to intensify conversion and recruitment efforts. The</p>	Director, MPIA Director, CEBD Glendon; Executive Director, Strategic Communications and Community Engagement Associate Principal, Research and Graduate Studies	December 2023 to June 2025



		program will also work with the Director of Continuing Education and Business Development to identify funding opportunities for recruitment initiatives.		
3.	That faculty and staff in the MPIA program meet at least once per term to better coordinate the major components of the program in terms of intent, execution, expected outcomes and alignment with the goals of the Program.	Faculty and staff will meet at least one per term to discuss the opportunities and challenges in the program and ensure that all faculty understand the how courses and activities contribute to the achievement of the Program Learning Outcomes. This should happen on an ongoing basis.	Director, MPIA, with support of Associate Principal, Research and Graduate Studies	Fall 2023 and ongoing
4.	That information on all components of the program be made readily available, including timetables, key program milestones and tasks, as well as resources for students.	The program will finalize the eClass site that includes all relevant program information, including clear guidelines for the MRP, working with the Executive Director, Communications and Community Engagement to ensure that the site is clear and readable.	Director, MPIA Graduate Program Assistant, MPIA Executive Director, Strategic Communications and Community Engagement	December 2023 to June 2024
5.	That the program review its goals with an eye to a potential redesign of the	Rather than program redesign, recruitment and conversion efforts should be	Director, MPIA Executive Director, Strategic Communication	See recommendation 2 and ongoing.

	program to differentiate it from competitors	reinforced. See also Recommendation 2 above. Consultations for ongoing enhancements to the program should continue on an ongoing basis and changes flow through established governance processes.	and Community Engagement	
6.	That the process for curriculum changes and course development be streamlined.	<p>It has been noted that the bottleneck is in finding appropriate faculty to teach new courses, rather than with their development and approval.</p> <p>The program will work with the Principal's Office to find colleagues whose affiliation could be linked to the program to ensure that newly developed courses can be offered (See Recommendation 1).</p>	Director, MPIA Principal	Implementation by the end of Fall 2024.
7.	That the balance of English and French within the program be reviewed.	In order to support the development of bilingual graduates, the program will ensure that readings in both official languages are part of all courses, especially those taught in French. The program will consider including messaging framing	Director, MPIA	Immediately and ongoing

		bilingualism as an advantage.		
8.	That the program explore how to better integrate the internship and MRP with the program goals.	See Recommendation 3	See Recommendation 3	See Recommendation 3
9.	That the complementarity of the policy and research outcomes of the program be strengthened, in each of the three program options.	<p>The program will consult colleagues about the possibility of orienting the MRP topics toward policy questions coming from the public sector.</p> <p>The program will consider mechanisms to broaden the impact of MRPs and Study Abroad reports.</p>	<p>Director, MPIA Graduate Program Assistant Executive Director, Strategic Communications and Community Engagement, Glendon</p>	For Fall 2023/Winter 2024 and ongoing.

**YORK UNIVERSITY**

Final Assessment Report

**Cyclical Program Review**

**Bachelor of Commerce, Undergraduate (BCom)  
2014 - 2021**

**Professional Certificates 2013 - 2021**

**Graduate Diploma in Professional Accounting  
(PACC) 2017 - 2022**

**School of Administrative Studies  
Faculty of Liberal Arts and Professional  
Studies**

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

**PROGRAM(S) REVIEWED:**

Bachelor of Commerce (BCom)

Professional Certificates: (Accounting, Financial Planning, Health Services Financial Management, Information Technology, Auditing & Assurance, Investment Management, Logistics, Management, and Marketing)

Graduate Diploma in Professional Accounting (PACC)

**REVIEWERS APPOINTED BY THE VICE-PROVOST ACADEMIC:**

Professor Jane Bowen, FCPA, FCA, Associate Teaching Professor, Accounting, Faculty of Business and Information Technology, Ontario Tech University, Oshawa, Ontario

Dr. Camillo Lento, FCPA, FCA, Associate Professor, Department of Business Administration, Lakehead University, Thunder Bay, Ontario

Dr. Neil Buckley, Undergraduate Program Director, Associate Professor, Department of Economics, Faculty of Liberal Arts and Professional Studies, York University, Toronto, Ontario

**CYCLICAL PROGRAM REVIEW KEY MILESTONES:**

Cyclical Program Review launch: September 15, 2021

Self-study submitted to Vice-Provost Academic:

Bachelor of Commerce (BCom): December 19, 2022

Professional Certificates: October 25, 2022

Graduate Diploma in Professional Accounting: October 28, 2022

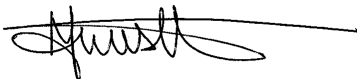
Date of the Site Visit: March 20-22, 2023

Review Report received: May 31, 2023

Program Response received: August 4, 2023

Dean's Response received: February 8, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 18, 2024.



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

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

**SITE VISIT: MARCH 20-22, 2023**

The site visit took place virtually over three days, beginning with a meeting with the Vice-Provost Academic, Lyndon Martin and the Dean of the Faculty of Graduate Studies, Thomas Loebel. The reviewers met with the Dean of the Faculty of Liberal Arts and Professional Studies, JJ McMurtry, followed by a meeting with the Associate Dean, Programs, Maggie Quirt, the Associate Dean, Teaching and Learning, Anita Lam, and the Associate Dean, Graduate Studies Ravi da Costa. The reviewers met with the executive team of the School of Administrative Studies, including Director, Nelson Waweru and Undergraduate Program Director, Cristobal Sanchez-Rodriguez and also with area coordinators for the BCom. In-depth talks were held with the Graduate Diploma in Professional Accounting (PACC) coordinator, Joanna Jones. and the previous coordinator, Sandra Iacobelli. The reviewers noted their “lively discussion” with a group of full-time BCom faculty members, followed by a second group to allow for smaller groups. A meeting was also organized for part-time faculty members from the BCom program. Open discussions were held with staff supporting the programs. The reviewers discussed research and study resources and spaces with the York Library’s Associate Dean, Teaching and Learning, Sheril Hook, and Scholarly Communications Librarian, Stephanie Quail.

An “energetic” group of undergraduate students met with the reviewers, as well as a group of “very engaged” BCom alumni, and an “exciting group” of current students and alumni from the PACC program.

**OUTCOME:**

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

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

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

## **PROGRAM DESCRIPTION AND STRENGTHS:**

The School of Administrative Studies (SAS) offers the following undergraduate business programs:

- Bachelor of Commerce (BCom), 90 credit
- BCom, Specialized Honours with eight stream options: Accounting, Business Research, Business Technology Management, Finance, Human Resources Management, Management, Marketing and Supply Chain Management
- Professional Certificates:
  - Accounting
  - Financial Planning
  - Investment Management
  - Health Services Financial Management
  - Information Technology Auditing and Assurance
  - Logistics
  - Management
  - Marketing

Students pursuing majors in any Honours degree may add the Business Minor or the Marketing Minor. A new stream of the BCom, Entrepreneurship and Innovation, will be launched at the Markham Centre Campus in Fall 2024.

The Graduate Diploma in Professional Accounting (PACC) was launched in January 2017 as a stand-alone diploma consisting of five courses. It is one of the few diploma programs accredited by the CPA Ontario that covers all four CPA elective modules. The Diploma may be taken on a full-time or part-time basis. Courses are offered evenings and weekends to accommodate work schedules.

The Bachelor of Commerce is intended to provide traditional business education in combination within the context of a liberal arts education. As such, students take a combination of business discipline courses in marketing, finance, decision sciences, accounting, information systems, management, and liberal arts courses in humanities, social sciences and natural sciences.

The Chartered Professional Accountants of Ontario (CPA Ontario) has approved BCom courses as CPA prerequisite courses for entry into the CPA Professional Education program, and the combination of the BCom Specialized Honours Accounting Stream and the Graduate Diploma in Professional Accounting as an accredited program. Financial Planning Canada has approved specific courses in the BCom and the Professional Certificate in Financial Planning as satisfying its Core and Advanced Curriculum requirements leading to the Qualified Associate Financial Planner (QAFFP) and Certified Financial Planner (CFP) designations.

The reviewers strongly support a planned curriculum review to improve student learning. The reviewers also note that major changes to the CPA Canada Curriculum Map are forthcoming and suggested that “in undertaking a curriculum review, faculty

and administration must work together to ensure that faculty are engaged and that administrative processes do not limit faculty engagement.”

Noting a declining number of graduates with certificates over the past decade, the review report notes that while the certificates provide additional opportunities to professional learning for various subject areas, they may be too complicated for most students to pursue.

The review report included suggestions for mechanisms to increase student and faculty engagement outside of the classroom. The fact that most courses are offered only in the evening and the lack of physical space to create a sense of community were noted as impediments to creating a sense of community.

Regarding the Graduate Diploma in Professional Accounting (PACC), the reviewers noted in their report, “the Coordinators and faculty are the core strength of this program.” The success and students and their overall satisfaction with the program is a testament to the strength of the program.”

## **RECOMMENDATIONS AND RESPONSES**

Throughout the report, commentary and suggestions were made in various sections for the consideration of the School and the administration. The reviewers concluded the report by noting, “in summary, while the current programs have many strengths, we proposed five recommendations to improve learning and quality.” These recommendations are below, along with the responses of the program and the Dean.

### **RECOMMENDATION 1: BCOM**

Strengthen the alignment between the Program Learning Objectives [Outcomes] (PLOs) and the University and School missions.

### **PROGRAM RESPONSE**

The School agrees with the recommendation. The School has established an ad hoc committee that has been looking at the strategic direction for the School. This will include the revision of the School’s mission statement. Once this mission statement is developed, the BCom curriculum map will be revised to align the PLOs with the School and University missions.

### **DEAN’S RESPONSE**

The Dean supports the School’s plan to strengthen the alignment between the Program Learning Outcomes (PLOs) and the University and School missions, with a note of clarification.

There are three conceptual elements here to be (re)considered:

1. the School’s mission statement



2. Program Objectives for the BCom, each of the Professional Certificates, and the Graduate Diploma in Professional Accounting
3. Program Learning Outcomes for the BCom, each of the Professional Certificates, and the Graduate Diploma in Professional Accounting

As SAS embarks on the initial step of revising its mission statement, the Dean suggests that the strategic direction of the school should be considered relative to not only the University's mission, but the Faculty's mission as well (outlined in the LA&PS Academic Plan, 2021-2026, Rising Together: Building a Better Future Through Excellence and Inclusion). Finally, the Dean emphasizes that the third implementation step (communicating the PLOs to students via course outlines) should be undertaken in a consistent and coordinated manner.

#### **RECOMMENDATION 2: BCOM**

Further develop the BCom's assurance of learning processes.

#### **PROGRAM RESPONSE**

The School agrees with the recommendation. As recommended by the reviewers, the school will refine the PLOs to be concise and measurable. This process will include the use of program goals (broader) and program objectives (more focused) to add more precision. Direct measures will be developed, in the form of a rubric or a specific technical question, for each PLO to facilitate the data-gathering process. The established rubrics will be communicated with faculty assessing a given PLO to ensure that students have a consistent message of the requirements for each PLO.

#### **DEAN'S RESPONSE**

The Dean's Office agrees with the spirit of this recommendation, noting only the need for consistency and clarity in distinguishing between –

- Program Objectives (high level goals of the program), and
- Program Learning Outcomes (more specific articulations of what students should know and be able to do after completing the program in its entirety)

In keeping with the nomenclature assigned by the Ontario Universities Council on Quality Assurance, this would most appropriately be articulated as a relationship between a Program Learning Outcome and its various forms of assessment.

In other programs, success has been achieved in similar alignment exercises by keeping tasks related to the assessment of Program Learning Outcomes manageable and realistic for course instructors. Such an approach corresponds with what the reviewers recommend in the discussion under Implementation Step #3 in their report, and the Dean's Office would support tracking that is mapped out over a series of terms and academic cycles.

The School should avail themselves of expertise in the Dean's Office for support with this task; the Associate Director, Faculty Curriculum, will be an excellent resource in this regard.

**RECOMMENDATION 3: BCOM**

Incorporate more data-based decision-making in the BCom, particularly around issues related to retention.

**PROGRAM RESPONSE**

The School agrees with the reviewer's recommendation. A School ad-hoc committee or taskforce will be formed with the participation of the Director or UPD to look at student retention. This committee/taskforce will also make use of the other forms of data analyses suggested by the reviewers.

**DEAN'S RESPONSE**

The Dean's Office supports the School's commitment to incorporate more data-based decision making in its efforts to improve student retention. Various portfolios of the Dean's Office actively participate in retention activities at the Faculty and University level. Unit level data can be compared to higher level metrics to identify particular challenges faced by SAS students.

**RECOMMENDATION 4: GRADUATE DIPLOMA IN PROFESSIONAL ACCOUNTING**

Formalize the position of Director and/or increase stipend and create a 3-year plan for implementation to facilitate the continuation of the accreditation program by allocating resources to participate in and/or monitor the new Certification 2.0 program and to keep administration and faculty aware of the project.

**PROGRAM RESPONSE**

The school has had discussions with the Dean on this matter and notes that the Dean is still discussing the formalization and stipend with JCOAA. The School will require resources to work towards establishing the 3-year plan for accreditation and/or to monitor the new Certification 2.0 program.

**DEAN'S RESPONSE**

The Dean is committed to continuing his support moving forward.

**RECOMMENDATION 5: PROFESSIONAL CERTIFICATES**

Undertake a comprehensive review of the certificates' value proposition.

**PROGRAM RESPONSE**

The School agrees with the reviewer's recommendation and will review all professional certificates to evaluate their value proposition, feasibility, and sustainability.

**DEAN'S RESPONSE**

The Dean's Office supports the School's plan to review its certificate offerings.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 18, 2024.

In addition to these formal recommendations, the reviewers made a number of suggestions for implementation in the body of the Report, which the Program will review and consider.

	Recommendation	Action	Responsible for Follow-up	Timeline
	<b>BACHELOR OF COMMERCE (BCOM)</b>			
1.	That the alignment between the Program Learning Objectives [Outcomes] (PLOs) and the University's and the School's missions be strengthened.	<p>After finalizing the reviewed mission statement relative to the aligned strategic goals of the Faculty of Liberal Arts and Professional Studies and the University, the school will review the BCom Program Objectives, Program Learning Outcomes (PLOs), and curriculum map.</p> <p>PLOs will be communicated to students via course outlines in a consistent and coordinated manner.</p>	<p>School Director Undergraduate Program Director (UPD) LA&amp;PS Associate Director, Faculty Curriculum LA&amp;PS Associate Dean Programs</p>	<p>Revisioning complete by April 2024; curriculum mapping and updated courses for September 2024, where possible, and no later than for the Fall/Winter 2025 session.</p>
2.	That the Program Learning Outcomes be refined and their assessment be further developed.	<p>The School will refine the Program Learning Outcomes and curriculum map and develop a clear structure for the assessment of the Program Learning Outcomes. This work will be supported by resources in the Dean's Office.</p>	<p>UPD Area Coordinators LA&amp;PS Associate Director, Faculty Curriculum LA&amp;PS Associate Dean Programs</p>	<p>Begin in Spring 2024 and extend into the 2024/2025 academic year as required.</p>

3.	That data-based decision-making be employed for decisions related to the BCom, particularly around issues related to retention.	<p>The School, in collaboration with relevant individuals in the Dean’s office, will regularly compile and analyse retention data and intake data.</p> <p>An ad-hoc committee or taskforce will be formed, with the participation of the Director or UPD, to address issues related to student retention.</p>	<p>School Director UPD Dean’s Office LA&amp;PS Associate Dean Programs LA&amp;PS Associate Dean Students LA&amp;PS Associate Dean Teaching and Learning LA&amp;PS Director, Academic Advising, Student Petitions &amp; Student Relations LA&amp;PS College Heads</p>	Begin in Spring 2024 and extend into the 2024/2025 academic year to identify relevant data sources and analysis supports.
	<b>GRADUATE DIPLOMA IN PROFESSIONAL ACCOUNTING</b>			
4.	That the position of Director be formalized and an implementation plan for the revised Certification 2.0 program be established, including mechanisms to keep faculty and administration aware of this program.	The program will continue work on the plan for accreditation and the new Certification 2.0 program. The Dean and School will meet regarding the position of Director and related discussions with the Joint Committee on the Administration of the Agreement (JCOA).	<p>School Director Program Coordinator Dean’s Office</p>	Winter term 2024 and ongoing
5.	That a comprehensive review of the value proposition of the School’s certificates be undertaken.	The School will assess the value of each of its certificate offerings to determine if some	<p>UPD Area Coordinators Associate Dean Programs LA&amp;PS Associate Dean</p>	The assessment of certificates to be completed by April 20, 2025.

FINAL ASSESSMENT REPORT, SCHOOL OF ADMINISTRATIVE STUDIES, BACHELOR OF COMMERCE, PROFESSIONAL CERTIFICATES  
AND GRADUATE DIPLOMA IN PROFESSIONAL ACCOUNTING

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		certificates should be eliminated or revisited.	Programs LA&PS Associate Director, Faculty Curriculum	
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## **Statement of Social Science Executive Committee on police presence on campus**

June 6, 2024

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The Executive Committee of the Department of Social Science condemns the University's clearance of the encampment established on June 5 on the Commons of York University's Keele campus. The invitation of the police onto campus to participate in the clearance of student protesters, the University's administration's framing of students as parties unknown to the University, and the characterization of non-violent protest as a risk to community safety is, at best, ill-informed. Further, the turn to property rights and trespass violation at a public university, resulting in the arrest of a student while on their campus, is an affront to free political expression. Finally, we object to the outsized police and security presence (including private security) on our campus which is meant to be "accessible for all community members and visitors" (yuserinfo, June 6 2024).

We strongly request that Senate discuss, at its next meeting, the impact of police presence on campus in response to non-violent activity by community members on the University's academic mission.

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## The Senate of York University – Minutes

**Meeting:** Thursday, 23 May 2024, 3:00 pm  
via Zoom

P. Puri (Chair)	C. Ehrlich	H. Mahon	B. Spotton Visano
L. Sergio (Vice-Chair)	J. Elwick	D. Matten	C. Steele
P. Robichaud (Secretary)	O. Eyawo	A. Maxwell	J. Sutherland
G. Alboiu	T. Farrow	C. McAulay	M. Tadros
O. Alexandrakis	M. Fiola	A. McKenzie	M-A. Tarc
J. Allen	S. Gajic-Bruyea	J.J. McMurtry	K. Tasa
M. Annisette	M. Giudice	B. Meisner	A. Taves
A. Asif	A. Glasbeek	R. Metcalfe	K. Taylor
G. Audette	J. Goodyer	K. Michasiw	M. Thomas
M. Baljko	A. Gorgani	M. Moir	G. Turlakis
N. Balyasnikova	K. Gray	M. Morrow	P. Tsaparis
R. Bashir	R. Green	R. Mykitiuk	P. Tsasis
T. Baumgartner	M. Hamadeh	L. Nguyen	R. Tsushima
A. Belcastro	A. Hann	A. Norwood	B. van Rensburg
S. Bell	W.M. Ho	R. Ophir	G. Vanstone
D. Berbecel	Y. Hwang	M. Ott	W. van Wijngaarden
M. Biehl	S. Karimi	D. Palermo	A.M. Viens
M. Bloom	P. Kelly	S. Paradis	R. Vivès
S. Bohn	A. Kosavic	A. Pathak	R. Wang
M. H. Budworth	T. Kubiseski	V. Pavri	S. Warwick
S. Bury	M. Lambert-Drache	A. Pechawis	N. Waweru
D. Cabianca	S. Lazarev	D. Peters	A. Weaver
M. Cado	R. Lee	D. Pilon	R. Wellen
J. Connolly	N. Lemish	M. Poirier	M. Winfield
A. Crosby	R. Lenton	M. Poon	P. Wood
A. Czekanski	N. Livingston	A. Pyée	G. Zhu
M. Darroch	W. Maas	S. Rehaag	D. Zwick
S. Day	A. MacLachlan	T. Rimmel	
M. Di Paolantonio	A. Macpherson	N. Robinson	
M. Ebrahimi	J. Magee	R. Savage	

### 1. Chair's Remarks

The Chair, Poonam Puri, welcomed Senators to the 707<sup>th</sup> meeting of Senate and noted that the ongoing disruption remediation period is ending on May 26, thanking faculty, students, and staff for their efforts. Senators were encouraged to attend the June Convocation ceremonies to celebrate with students.



## The Senate of York University – Minutes

### 2. Business Arising from the Minutes

There was no business arising from the minutes.

### 3. Inquiries and Communications

The Academic Colleague to the Council of Ontario Universities (COU), Professor William van Wijngaarden, reported on the May meeting of Academic Colleagues. In focus in the discussion was the Federal Policy on Sensitive Technology Research and Affiliations of Concern and its potential strategic military implications, as well as COU's efforts to advocate for increased university funding from the province in light of the fiscal challenges that many Ontario universities are facing.

### 4. President's Items

The President spoke to the following:

- the honorary degree recipients for the June 2024 convocation ceremonies, including Barbara Niece, Mike Wessinger, John Ralston Saul, Jason Harrow, Carol Hansell, Rita Roy, Arnold Auguste, and Dale Lastman, all of whom are being recognized for their significant contributions in various fields,
- The University's recent achievement of gold status under the Association for the Advancement of Sustainability in Higher Learning, Sustainability Tracking, Assessment, and Rating System, and its ambitions to achieve platinum status.

## Committee Reports

### 5. Executive Committee

#### a. Election of Members of Non-Designated Senate Committees and Positions

The Vice Chair of Senate indicated that further to the call for nominations to fill the vacancies for the various Senate elected seats issued on 18 April 2024, additional submissions were received. The Committee confirmed that all the candidates nominated met eligibility requirements for the committee or position and have the requisite status as current Senators and the required experience for relevant committees.

Senate moved, seconded and *carried* **that nominations be closed.**

As a result of the nominations vote, candidates were acclaimed for the positions of Academic Colleague to the Council of Ontario Universities, the Sub-Committee on Quality Assurance, the Tenure and Promotions Committee, ASCP, and the Awards Committee. An election for the Senator on the Board of Governors, and Vice-Chair / Chair of Senate positions will be held in the coming week.

## The Senate of York University – Minutes

Efforts continue to fill the remaining vacancies for the Academic Standards, Curriculum and Pedagogy Committee (ASCP), Sub-Committee on Quality Assurance, Tenure & Promotions Committee (T&P), and Tenure & Promotions Appeals Committee. Senators were encouraged to reach out to colleagues to assist with efforts identify candidates.

### b. Motion Submitted by Senators to Establish a Senate Finance and Budget Advisory Committee

The Vice Chair of Senate spoke to the Chair's decision that a motion to establish a Senate Finance and Budget Advisory Committee in not in order to proceed to Senate, noting the Executive Committee's decision to review the issues underpinning the motion to consider alternative approaches to addressing them. As a first step, Executive will engage APPRC in discussions on the matter noting the overlap in mandate with this Committee presented in the motion.

### c. 2024 Labour Disruption of Academic Activities: Monitoring and Reflections

The Vice Chair of Senate reported on the end of the labour disruption as of 19 April 2024, and the ongoing remediation period in progress, concluding on 26 May 2024. Subsequent discussion covered planning and follow-up actions by Senate Executive,

The need to address academic integrity issues was discussed, including the concern over where authority rests for the determination of the status of individual courses in a disruption. The Deans' efforts during disruptions were acknowledged, and the importance of avoiding conflicts and protecting student rights was stressed. The distinction between the Board's authority over suspension of classes and Senate's authority over maintaining academic integrity during a disruption was emphasized. It was agreed that bringing clarity on roles is essential.

## 6. Academic Policy, Planning and Research

### a. Spring Report of the Provost / Vice-President Finance & Administration: 2024 Budget Context for Academic Planning

The President and Vice-President Finance presented the University operating budget for 2024-2027. The University's budgeting process starts with the academic plan and involves preparing a three-year rolling budget for board approval, with a focus on sustaining the university's long-term vision and priorities. Challenges with this budget include provincial government tuition cuts and freezes, reduced international enrollment due to geopolitical issues, and financial impacts of Bill 124. These factors led to a conservative spending approach for 2023-24, anticipating risks. Unexpected international enrollment drops further strained finances.

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To address the deficit position immediate measures were implemented, including budget reductions, deferring projects, and pausing hires. Despite efforts, the 2023-24 deficit rose to \$142.5 million, mainly due to unmet enrollment targets. Future budgets must adapt to new conditions, including continued tuition freezes and grant shortfalls. The University plans to focus on enrollment recovery, diversifying revenue, and cost containment. Key strategies include program enhancements, improved retention, and streamlining administrative costs. The aim is to balance the budget within three years while ensuring long-term sustainability and maintaining the university's growth momentum and academic priorities.

In the ensuing discussion of the budget presentation, Senators raised concerns about the significant increase in management headcount and salaries, questioning the impact on the budget and the allocation of funds away from faculty and teaching assistants. A requested was made for Senate to receive a breakdown of spending on management versus other groups, while the need to streamline administrative costs was stressed.

Questions were asked about the necessity of redesigning general education courses and whether a systematic assessment had been conducted. There were concerns that redesigning might diminish enrollments in popular courses. Suggestions were made to create a Q&A website to address common questions and enhance transparency on financial matters, particularly the University Fund. Questions also arose about new grant funding and spending on external consultants, with a request to understand the long-term trends.

Concerns were also raised about the alignment of certain programs in law enforcement with the university's DEI policies and future vision. Senators questioned the viability of the Markham campus, its impact on reserves, and whether it would attract the projected number of international students.

The need for a broader evaluation of faculty performance and potential restructuring was discussed. Lastly, there was a suggestion to address workplace issues internally to reduce legal fees and improve relations.

The President and Vice-President Finance & Administration acknowledged the concerns raised and emphasized the importance of aligning cost containment and revenue growth strategies with the university's values and vision. They committed to transparency and collaboration in addressing the financial challenges.

### b. Information Items

Within its written report circulated with the agenda were the following items for information:

## The Senate of York University – Minutes

- Projects to enhance financial sustainability, including the concept of a revised organizational structure for Faculties and Schools.
- Plans to double research productivity in five years through targeted investments and new revenue opportunities.
- The status of the Committee’s 2023-2024 priorities, most of which are advancing well despite delays from labour disruptions and budget challenges. These results will shape next year's priorities, with a focus on developing the next five-year University Academic Plan (UAP). A final report will be presented to Senate Executive in June.

### 7. Academic Standards, Curriculum and Pedagogy

- a. Establishment of additional degree options for the BA program in International Studies, Glendon

It was moved, seconded and *carried* that **Senate approve the establishment of the additional degree options for the BA program in International Studies.**

- b. Closure of the Language Endangerment, Documentation and Revitalization Stream, BA program in Linguistics and Language Studies, Glendon

It was moved, seconded and *carried* that **Senate approve the closure of the Language Endangerment, Documentation and Revitalization Stream, housed in the BA program in Linguistics and Language Studies, Glendon, effective F2025.**

- c. Items deferred to June Meeting

With the consent of the Committee Chair, the following items of business were deferred to the June meeting due to lack of time:

- The rescission of the Senate Policy on Academic Honesty and establishment of a new Senate Policy on Academic Conduct
- establishment of the Attending Physician’s Statement Policy

- d. For Information

ASCP reported that it had approved minor changes to degree requirements for the following programs:

*Glendon*

Elimination of the Specialized Honours options for the following degree programs, effective F2025:

- Philosophy (BA)
- International Studies (all BA degree programs)
- Linguistics and Language Studies (all BA and iBA degree programs)

## The Senate of York University – Minutes

Changes to course and degree requirements, effective F2025, for the undergraduate degree programs in:

- Philosophy
- International Studies
- Linguistics and Language Studies

Changes to the names of the following BA degree programs effective F2025:

- Change to the program name from “Philosophy” to “Ethics and Political Philosophy”
- Change to the program name from “Linguistics and Language Studies” to “Linguistics, Language and Society”

### *Osgoode*

Update to the Graduate Calendar on the acceptable thesis and dissertation formats for the Research LLM and the PhD degree programs in Law, effective F2024 (ASCP 24 April 2024)

### *Schulich*

Changes in course and degree requirements for the graduate Diploma and degree programs in:

- Health Industry Management, effective F2024
- Arts, Media, and Entertainment Management, effective F2024
- BBA degree program, effective F2024, and F2025
- Strategic Management Stream, Department of Strategic Management, effective F2024

## **8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy**

### a. 2022-2023 Annual Report on Non-Degree Studies

The Chair of ASCP spoke to the report provided in the agenda package; he urged that Senate return to it for discussion at some future point. The annual report presented information on enrolment activity in non-degree programming across the offering units, and commentary on systemic challenges and opportunities for this sector at the University.

The School of Continuing Studies is an area of the University that is profitable and expanding. A Senator encouraged that enhanced governance processes be considered for non-degree programming to ensure on Senate’s behalf that appropriate transparency in decision-making occurs.

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### Other Business

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

### Consent Agenda Items

#### 9. Changes to the Faculty Regulations on Thesis and Dissertation, Faculty of Graduate Studies

Changes to the Faculty Regulation on Thesis and Dissertation (Intellectual Property), Faculty of Graduate Studies, effective June 2024, were deemed approved by consent.

#### 10. Minutes of the Meeting of April 25, 2024

Minutes of the 25 April 2024 meeting of Senate were approved by consent.

Poonam Puri, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_