



# York University Senate

## Notice of Meeting

Thursday, 28 November 2024, 3:00pm-5:00pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

### AGENDA

Page

1. Chair’s Remarks (P. Burke Wood, Acting)

5 min

2. Business Arising from the Minutes

3. Inquiries and Communications

4. President’s Items (R. Lenton)

20min

a. Updates: current initiatives and developments

### Committee Reports

15min

5. Executive Committee (T. Kelly, Acting Vice-Chair)

6. Academic Policy, Planning and Research (M. Herbert) .....1

40min

a. Provost’s Annual Report on Enrolments and Faculty Complement (D. Peters)

7. Academic Standards, Curriculum and Pedagogy (J. Thienpont) .....4

10min

a. Establishment of Diploma (Type 3) in Primary Health Care Nurse Practitioner, School of Nursing, Faculty of Health (Appendix A, pg. 117)

8. Appeals Committee (J. Sutherland)

10min

a. 2023-2024 Annual Report on Petitions and Appeals ..... 181

9. Tenure and Promotions (J. Trevett)

10min

a. 2023-2024 Annual Committee Report ..... 190

10. Other Business for Which Due Notice has been Given

10min

a. Motion: Medical School Financial Reporting..... 196

11. Other Business

### Consent Agenda

12. Minutes of the Meeting of 24 October 2024 ..... 197

13. Minor revisions to the Academic Conduct Policy and Procedure (Appendix B, p.159)

P. Robichaud, Secretary

# Executive Committee – Report to Senate

At its meeting of 28 November 2024

## FOR INFORMATION

**NOTE:** As the 24 October 2024 meeting of Senate was adjourned early, the Senate Committee reports were not delivered. The one approval item on the agenda from Senate Executive was subsequently dealt with by an e-vote of Senators; Senate approved the nominees for the contract faculty seat on ASCP and the election that followed brought that matter to a successful conclusion.

Committee Chairs did not have an opportunity to speak to the information reports brought to Senate. Executive suggests that questions about any of the information in the October Senate agenda be raised at this November meeting in conjunction with the relevant Committee report. The October Senate agenda is copied [here](#) for reference.

### **a. Approval of Members of Senate Committees Nominated by Student Senators**

The Executive Committee has approved the individuals below as nominated by the student senator caucus to serve on Senate committees for the 2024-2025 governance year.

*Academic Policy, Planning & Research*

Shon Lazarev, graduate, Public Policy, Administration and Law, Faculty of Graduate Studies

*Awards*

Philip Lynch, Graduate, Environmental and Urban Change

### **b. Senate Meeting Time: Consideration of an earlier statutory meeting time**

One of Executive's priorities for 2024-2025 is the consideration of a change to the statutory meeting time of Senate. At the November meeting, Senators are asked to come prepared with views to share or questions to raise about this idea.

In a recent Senate survey and in feedback shared in discussions, Executive has been encouraged to consider changing to an earlier Senate meeting time to accommodate members with late day family responsibilities. The meeting time of Senate is defined in the [Rules of Senate](#):

#### **Regular Meeting Date and Time**

3.1 *Senate shall meet at 3:00pm on the fourth Thursday of each month except July and August. No meeting may go beyond 5:00pm unless a motion to this effect is passed by a two-thirds majority of Senators present and voting, or unless the agenda clearly indicates an alternate termination time as determined by the Executive Committee.*

The Executive sees value in shifting the meeting time earlier to 2:30 – 4:30pm which would align with the schedule of the majority of class meets which run on the half hour. Bringing into line the meeting time with the class schedule would benefit student Senators who currently experience class time overlap between the two timeframes. An earlier Senate end time could also help accommodate those members with daycare / family

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

commitments remain for the duration of meetings and reduce the often-stressful rush to meet childcare closure times.

As the Senate meeting time is established in the Rules of Senate, a change to it is a statutory revision to the Rules, requiring a Notice of Motion prior to a final vote on the recommendation. Before proceeding with a statutory recommendation, Executive requests the benefit of Senate's input on the idea of the change to a 2:30 – 4:30 meeting time.

### **c. Meeting of the Senate and Board Executive Committees**

Included among the Executive Committee responsibilities is to act as Senate's liaison with the Board of Governors. In exercising this function, the Committee is to meet at least once annually with the Executive Committee of the Board [Section 5.7, Rules of Senate]. A topic of mutual interest to both governing bodies is selected for these discussions.

This year's meeting was held on 5 November where the topic of discussion was *Internationalization and Changes in the Recruitment Landscape: What is the impact on recruitment trends for students and faculty, and program delivery, and how does this impact the reputation and profile of the University?* Following a stage setting presentation on international enrolment and recruitment trends, members of the two committees engaged in an exchange of reflections and ideas.

### **d. Motion Submitted by Senators to Establish a Senate Finance and Budget Advisory Committee: ongoing discussion of actions in response**

As reported to Senate in September of this year, the Executive Committee has been exploring with APPRC the idea of an advisory sub-committee on budgetary / academic resource matters under APPRC's auspices. Constructive discussions between the committees are continuing and Executive anticipates a positive outcome resulting in the coming weeks which will be reported to Senate.

### **e. Motion Under "Other Business for Which Due Notice Has Been Given"**

The Executive Committee considered two motions submitted by Senators Wellen and Whiston. One, a substantive motion, appears on this meeting agenda for Senate's consideration. The second is a hortative motion that seeks to have Senate express its opinion on funding expectations for the planned school of medicine at the University. After a lengthy discussion that surfaced questions about the clarity and reasonableness of the motion as drafted, Senate Executive is liaising with Senators Wellen and Whiston before confirming the motion is in order and determining its readiness for Senate consideration.

### **f. December Meeting of Senate**

Based on a forecast of pending business for Senate, it is anticipated that it will be necessary for Senate to convene in December. Confirmation of a meeting of Senate will be made before the scheduled date of Thursday, 12 December 2024. Accordingly, Senators are asked to reserve the 3:00pm meeting time on that date until a definitive announcement is made. If proceeding, the meeting will be held virtually.

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

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

The Executive Committee approved a minor revision to the *Rules and Procedures* of the Faculty of Health to add a Decolonizing, Equity, Diversity and Inclusion Committee to the collection of standing committees.

Lauren Sergio, *Chair*

Patricia Burke-Wood, *Vice-Chair*



# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 28 November 2024

### FOR INFORMATION

APPRC met on 24 October and 7 November 2024 and submits the following report for information:

#### **a. Provost's Autumn Report on Complement and Enrolment**

As is customary in the autumn, APPRC and Senate receive a report from the Provost on enrolments and faculty complements to share information on and facilitate discussion of trends in these two areas critical to program delivery, success in implementing academic strategies and progress on advancing UAP priorities. Interim Provost Peters previewed the report with APPRC on 7 November and gathered feedback from members both on the presentation to Senate and on the substance of the report. The presentation slides are attached as Appendix A; Senators are encouraged to review them in advance of the meeting. Drawing on the information in the slides, the Provost will provide an oral report for discussion with Senators at the meeting.

Overall, the FW 2024-2025 undergraduate enrolment results are significantly below targets, most acutely in the international undergraduate student category. Graduate domestic enrolments remained mostly flat this year, save for a drop in international students in Masters programs. With enrolment declines having occurred steadily since 2021 and the multi-year flow-through effect of the shortfalls on the operating budgets, the cumulative effect has led to significant financial challenges for the University.

APPRC noted with concern these adverse results. Citing the decline in applications and conversions it encouraged a detailed examination of the relationship between the resources supporting recruitment plans and the enrolment results to enable solution-driven discussions. Similarly, a review and report of expenditures on student services mapped to retention data was suggested to better understand and address student retention challenges. Strategies and opportunities to more effectively engage faculty members in recruitment activities, possibly through a set of pan-university guidelines, was also recommended. Members who attended the recent Universities Fair shared the impression that relative to other universities, York's presence did not measure up from a contemporary perspective, advising that the innovation adopted by other institutions in recent years need to be taken up at this important recruitment event.

On complement, the Provost will speak to the data on the appointments, renewal and diversification of the faculty. Following the intense period of hiring over the past several

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

years together with the University's focus on expenditure savings, authorized faculty hiring for 2024-2025 and 2025-2026 was significantly reduced. Notable in the outcome of the 2023-2024 hiring cycle is the low completion rate of 53% compared to an average of 81% over the last four years.

APPRC recommended supplementing the review of the complement report with data providing the gender breakdown for both the Teaching and professorial streams separately, including at the Associate and Full professor levels, to be able to view finer trends. The complement discussion also surfaced the observation that efforts to recruit top faculty prospects are being affected by reputation challenges.

APPRC looks forward to a constructive discussion with Senate.

### **b. University Budget Consultation**

Under the auspices of the President, budget consultations with the University community have been conducted in recent years to gather views on the areas where investments of monies from the University Fund should be made to further the University's academic priorities and aspirations. The consultation exercise with the University community is being conducted again this year, with Faculty Council discussions being a key venue for gathering collegial input. Commencing the exercise with APPRC, the President, Interim Provost and Vice-President Finance and Administration provided a comprehensive briefing on the context and environment for the University's budget at its meeting on 24 October.

Consistent with its mandate, APPRC provides advice on areas for investment to prioritize to help guide Faculties, departments, and the University overall as the next operating budget is developed. The Committee offered several suggestions on the form and content of the presentation with a view to enhancing the fullness and clarity of the information on the significant budget challenges to provide the fundamental grounding needed to collect the community's input. Members further identified questions and suggestions to be considered in the ongoing budget planning discussions, including:

- In conjunction with the Forward Action Plan *International Strategic Enrolment Management Working Group*, exploring a streamlined approach to this project, providing time and investment for this group to work in a coordinated way on a shared understanding to address the opportunities waiting to be tapped.
- Carefully considering whether some of the cost cutting decisions on programming and student services will carry an unintentional negative impact on revenue generation through decreased student retention.

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

- Address the gaps / changes in information about the University's financial state of affairs between the outcomes and recommendations in the *Value-for-Money Audit report of the Auditor General of Ontario on York's Operations and Capital* (December 2023) and current University budget reports, providing information on the size of the University's reserves and the factors giving rise to the cost cutting and revenue growth measures to close the 30/80/90 gaps built into the 2024-2027 operating budget.
- Address the confusion arising from the narrative that the University's existing strengths are the foundation for the expansion of the new Markham campus and the planned School of Medicine when some of these strengths are being sacrificed by the revenue cuts.
- Speak to the risks to the operating budget of the academic plans not being achieved

The Committee looks forward to hearing the community's feedback on where resources from the University Fund should be directed to help advance progress on York's academic goals and support institutional financial sustainability.

### **c. School of Medicine Planning**

In its report to Senate in October, APPRC advised of the two governance actions taken to support academic planning for the establishment of the medical school, specifically the creation of the School of Medicine Planning Group (SoM PG) and the Ad Hoc Oversight Group (AOG). Both groups are fully populated and have been meeting to move forward planning for the new school to be proposed.

In support of its responsibilities for consultation on major academic initiatives and the preparation of recommendations to Senate for new academic units, a key activity undertaken by APPRC was the forum focused on the development of school of medicine plans. At the open session, held on 31 October, there was good community participation and constructive discussions of planning issues. In addition to the universally agreed upon value of a medical school increasing the number of physicians in the province, heard was a shared understanding of the potential benefits of a medical school to the University, including: fulfilling a long-held aspiration of York to expand to medical education; bringing much needed enrolment growth, tuition revenue and research funding; and opportunities for new, interprofessional health-related degree programming. The plenary discussion also surfaced the critical information sought from the collegium to help inform input and decision-making. Resource vulnerabilities and related financial contingency plans, the relationship of a medical school to existing Faculties and opportunities for those Faculties to be involved in the school, and concerns about the use of a narrow planning process for the school were core themes raised by participants.

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

## **Report to Senate (cont'd)**

APPRC, the SoM Planning Group and the Ad Hoc Oversight Group have begun to reflect on the input received at the forum. In its two meetings in November, the AOG received progress reports from the Planning Group and updates on the Faculty Council consultations and the feedback being generated from those discussions. It also had a stage-setting discussion for reviewing a proposal for approval in principle to establish the school of medicine and began a first-level review of a draft proposal that remains in progress.

### **d. Academic Projects within the Forward Action Plan**

APPRC received a brief status update on the Forward Action Plan projects. Emphasized was that in addition to these projects advancing UAP priorities, the companion goal of achieving financial sustainability means that the projects are focusing on both cost cutting and revenue generation measures to close the operating budget gap of \$30 million in 2024-25, \$80 million in 2025-2026 and \$90 million in 2026-2027.

Updates were given on the projects in the Program Enhancement and Sustainability and Enrolment Recovery streams. The *Collegial Forum on Undergraduate Student Retention* has 80 faculty members involved across four working groups to support addressing enrolment plans and actions in a balanced way; it is actively in progress. The working group for the *New Out of Province Strategy* has been struck to begin the task of designing a three-year out-of-province recruitment strategy.

One of APPRC's priorities this year centres on the *Faculties of the Future* project under the Forward Action Plan umbrella. The role of the Committee is to provide input and oversight to the initiative from an academic planning perspective. It reviewed the draft discussion paper from the Provost / Senior Policy Advisor to the President advising on UAP-related principles to inform the academic review and planning exercise. The Committee will also contribute to consultations on the academic structural review exercise with Senate / Faculty Councils / collegium jointly with the Senior Policy Advisor to the President. Following a call for participants to serve on the *Faculties of the Future* working group, its membership is being finalized following input from APPRC's Technical Sub-committee, and the community's input has been invited on the draft discussion paper.

### **e. Input to Senate Executive on APPRC Governance Structure**

At the request of the Senate Executive Committee APPRC provided input on the idea of establishing a new APPRC advisory sub-committee with a focused mandate on resource allocation for Executive's continued consideration and further consultation. APPRC understands that Senate Executive will be reporting further on this matter to Senate.

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

### **f. Research and Innovation**

Connected Minds is a first-of-its-kind inclusive research project that brings together experts in multiple fields, including humanities, engineering, law, and life sciences across eight Faculties at York University and three Faculties at Queen's University. Researchers are examining the ways in which emerging technology, like Artificial Intelligence, is transforming and entangling society. The research project, led by York, engages participants from universities to industries, hospitals and policymakers, artists and Indigenous communities and is supported by a historic \$318.4 million in funding.

Now concluding its first year, the Vice-President Research and Innovation provided an update on the Connected Minds project to APPRC which highlights activities and contributions to date. A copy of the presentation is attached as Appendix B.

Monique Herbert  
Chair, APPRC

# Annual Enrolment and Faculty Complement Updates to Senate

28 November 2024

DAVID PETERS, INTERIM PROVOST & VP ACADEMIC

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YORK 



A group of diverse young people, including a woman with glasses and a man with glasses, are smiling and talking. The image is framed by a thick red border.

# Enrolment

# Undergraduate (Domestic) Total Full Year FTEs – Actuals Compared to Contract Target Projections for Last Five Years (Keele and Glendon)

Targets	2020/21	2021/22	2022/23	2023/24	2024/25
AMPD	1,835	1,853	1,888	1,897	2,190
Education	1,529	1,598	1,569	1,710	1,847
EUC	470	550	443	422	402
Glendon	1,508	1,441	1,286	1,178	1,133
Health	8,608	8,573	8,852	8,872	8,969
LAPS	13,233	12,718	12,259	11,919	12,988
Lassonde	2,799	3,051	3,262	3,226	3,351
Osgoode	952	951	968	982	974
Schulich	1,760	1,777	1,764	1,733	1,740
Science	3,153	3,270	3,260	3,216	3,294
<b>Total</b>	<b>35,847</b>	<b>35,783</b>	<b>35,552</b>	<b>35,156</b>	<b>36,888</b>

Actuals	2020/21	2021/22	2022/23	2023/24	2024/25 prelim
AMPD	1,860	1,831	1,826	2,043	2,000
Education	1,625	1,784	1,839	1,871	1,842
EUC	455	379	359	373	380
Glendon	1,468	1,268	1,129	1,129	1,083
Health	9,200	8,980	8,571	8,809	8,394
LAPS	13,957	12,733	12,114	12,809	12,265
Lassonde	2,994	3,095	3,034	3,312	3,623
Osgoode	943	965	972	964	998
Schulich	1,820	1,715	1,682	1,720	1,785
Science	3,381	3,235	3,099	3,473	3,563
<b>Total</b>	<b>37,702</b>	<b>35,985</b>	<b>34,625</b>	<b>36,504</b>	<b>35,933</b>

Difference	2020/21	2021/22	2022/23	2023/24	2024/25 prelim
AMPD	25	-23	-62	146	-191
Education	96	186	270	161	-6
EUC	-14	-171	-84	-48	-22
Glendon	-40	-173	-156	-49	-49
Health	591	408	-281	-62	-576
LA&PS	723	14	-145	889	-722
Lassonde	195	44	-228	86	272
Osgoode	-9	14	4	-18	25
Schulich	60	-62	-82	-13	44
Science	228	-35	-160	257	269
<b>Total Difference</b>	<b>1,855</b>	<b>202</b>	<b>-927</b>	<b>1,348</b>	<b>-955</b>
Difference as % of Target	5.2%	0.6%	-2.6%	3.8%	-2.6%



# Undergraduate (International) Total Full Year FTEs – Actuals Compared to Contract Target Projections for Last Five Years (Keele and Glendon)

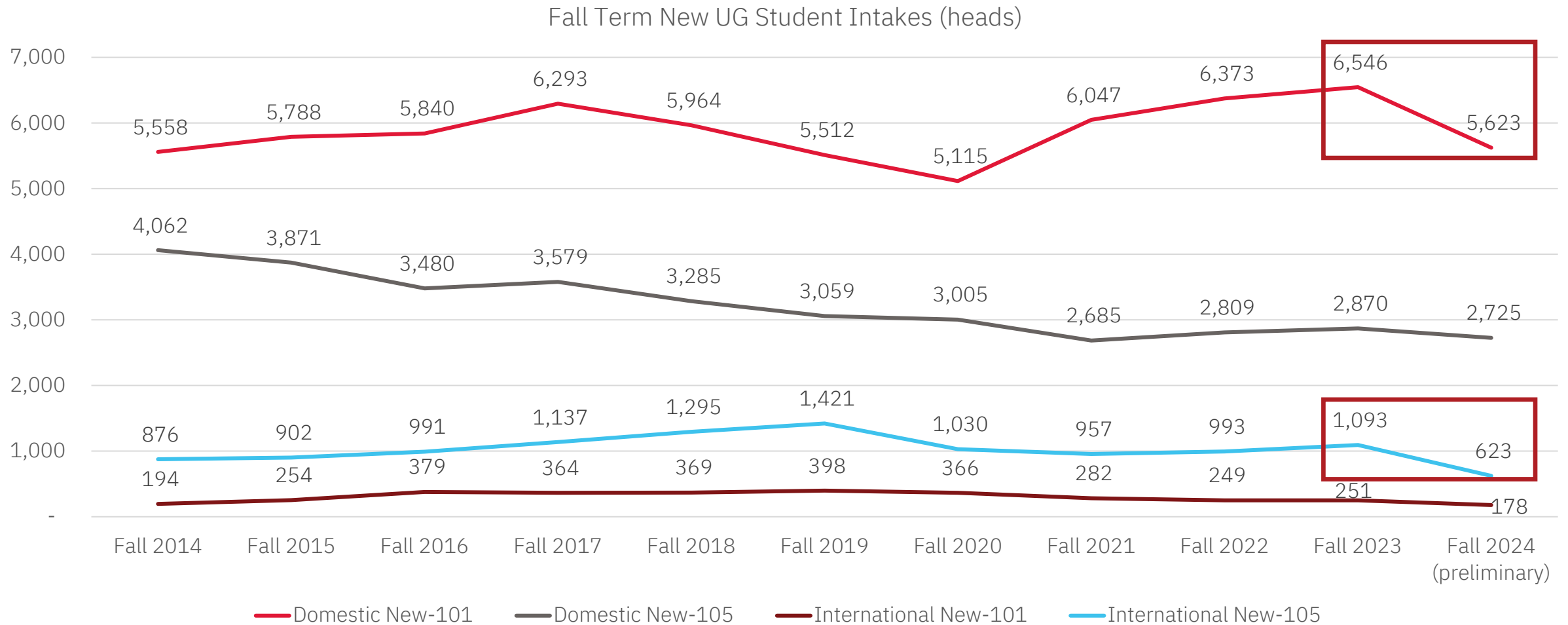
Targets	2020/21	2021/22	2022/23	2023/24	2024/25
AMPD	462	504	565	544	446
Education	1	6	11	20	17
EUC	104	130	127	102	74
Glendon	220	208	191	156	129
Health	636	657	710	704	651
LAPS	5,037	5,079	4,971	4,183	3,393
Lassonde	927	1,040	1,166	1,151	1,105
Osgoode	18	22	29	26	30
Schulich	172	196	221	255	269
Science	832	921	870	823	778
<b>Total</b>	<b>8,407</b>	<b>8,763</b>	<b>8,862</b>	<b>7,963</b>	<b>6,893</b>

Actuals	2020/21	2021/22	2022/23	2023/24	2024/25 prelim
AMPD	435	460	424	384	301
Education	8	18	20	14	13
EUC	95	82	63	63	48
Glendon	169	131	114	110	109
Health	621	596	581	578	481
LAPS	5,104	4,740	3,932	3,077	2,445
Lassonde	970	978	964	964	879
Osgoode	25	28	29	37	39
Schulich	157	170	199	228	230
Science	800	749	721	645	548
<b>Total</b>	<b>8,384</b>	<b>7,952</b>	<b>7,047</b>	<b>6,101</b>	<b>5,092</b>

Difference	2020/21	2021/22	2022/23	2023/24	2024/25 prelim
AMPD	-27	-44	-141	-160	-146
Education	7	12	9	-5	-5
EUC	-9	-48	-64	-39	-27
Glendon	-52	-78	-77	-46	-20
Health	-15	-60	-129	-125	-170
LA&PS	67	-338	-1,039	-1,105	-947
Lassonde	44	-62	-202	-187	-225
Osgoode	7	6	0	12	9
Schulich	-15	-26	-22	-27	-39
Science	-31	-172	-149	-179	-230
<b>Total Difference</b>	<b>-24</b>	<b>-811</b>	<b>-1,815</b>	<b>-1,863</b>	<b>-1,800</b>
Difference as % of Target	-0.3%	-9.3%	-20.5%	-23.4%	-26.1%

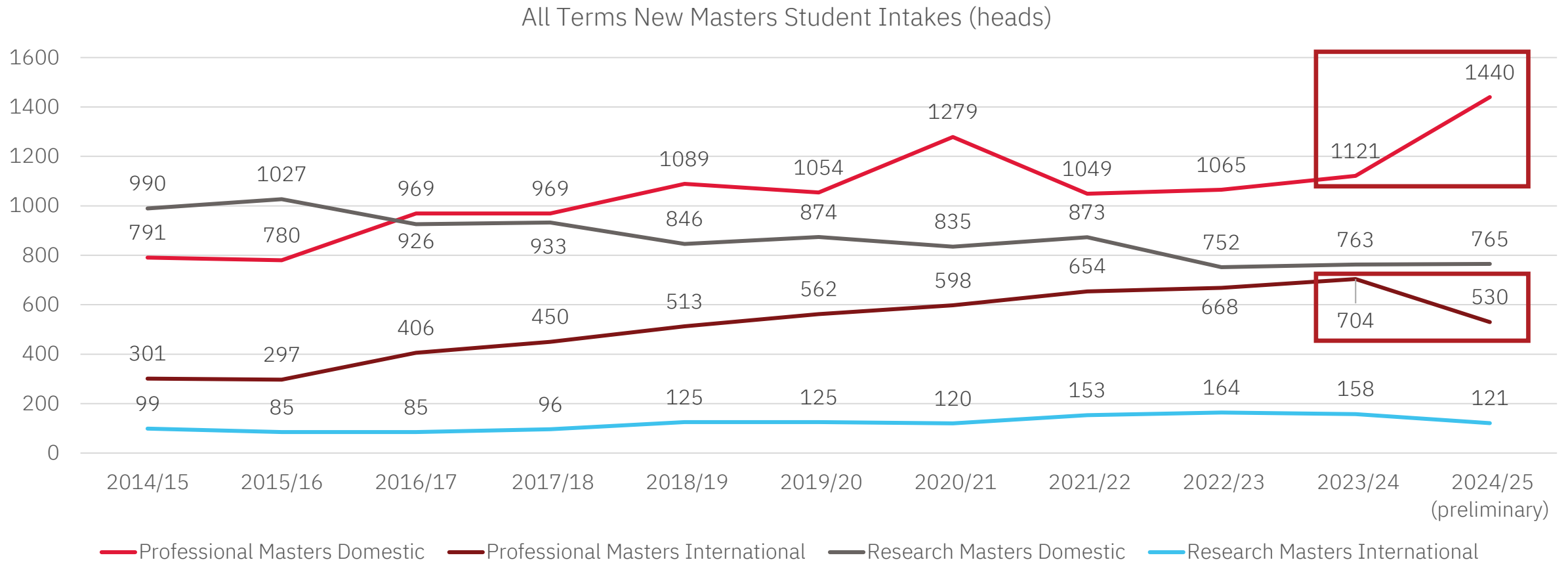


# Undergraduate Fall Term New Student Headcount (Keele and Glendon)



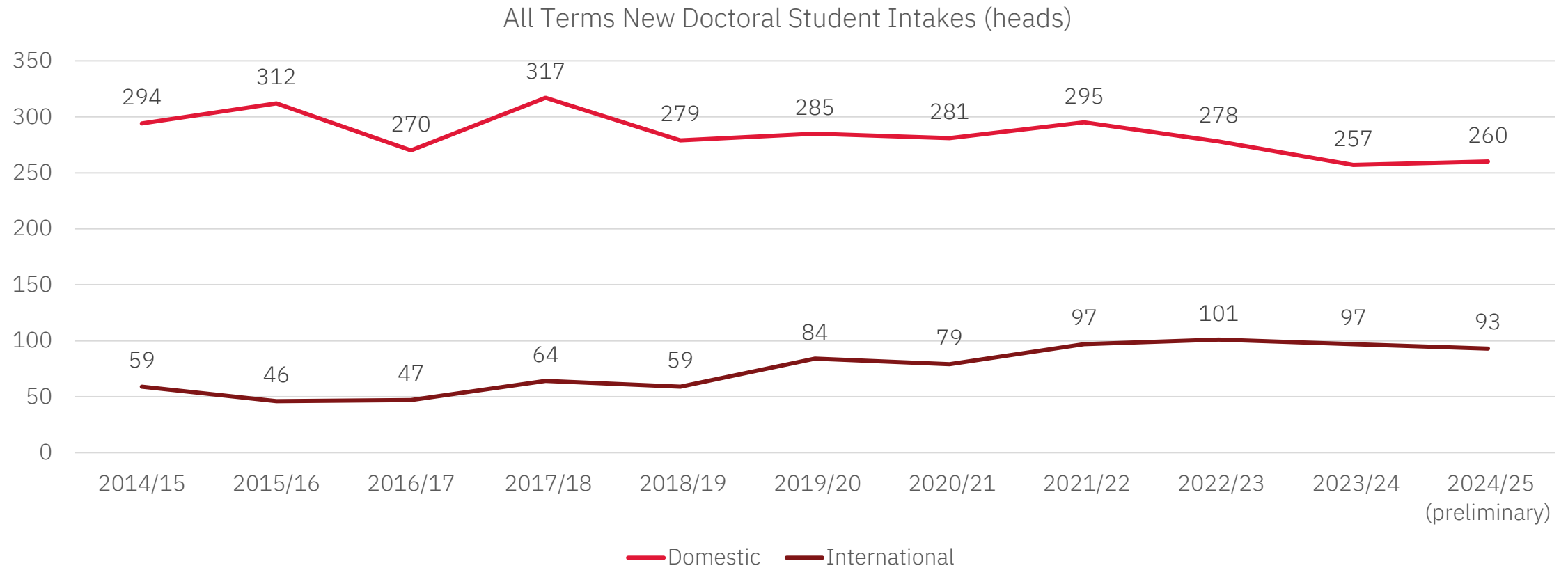


# Masters All Terms New Student Headcount (Keele and Glendon)





# Doctoral All Terms New Student Headcount (Keele and Glendon)





# Markham Campus Undergraduate and Graduate Total Full Year FTEs – Actuals Compared to Contract Target Projections for 2024-25

	2024-25 Target	2024-25 Preliminary Actuals	Difference	Difference as % of Target
<b>Undergraduate</b>				
Domestic	387	268	-119	-31%
International	82	10	-72	-88%
<b>Total Undergraduate</b>	<b>469</b>	<b>278</b>	<b>-191</b>	<b>-41%</b>
<b>Graduate</b>				
Domestic	105	94	-11	-10%
International	23	30	7	30%
<b>Total Graduate</b>	<b>128</b>	<b>124</b>	<b>-4</b>	<b>-3%</b>
<b>Markham Total Undergraduate and Graduate</b>	<b>597</b>	<b>402</b>	<b>-195</b>	<b>-33%</b>

These preliminary 2024/25 figures are reflected in the 2025-26 enrolment contracts and budget envelopes and are based on the September projection of Fall 2024 intakes.

# Key International Markets – Total enrolled (UG)

Country	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<b>China</b>	3297	3534	4239	4605	4747	4256	3271	2352
<b>India</b>	218	337	486	767	877	990	1090	1266
<b>Nigeria</b>	406	453	437	483	495	436	379	422
<b>Bangladesh</b>	100	143	198	267	287	318	326	327
<b>South Korea</b>	181	175	184	203	182	183	200	183
<b>Pakistan</b>	169	171	173	181	168	183	158	183
<b>Vietnam</b>	106	118	160	194	235	269	280	299
<b>Iran</b>	26	53	133	212	310	370	412	480
<b>Hong Kong</b>	89	98	111	99	90	92	95	100
<b>USA</b>	81	91	96	104	95	86	84	94

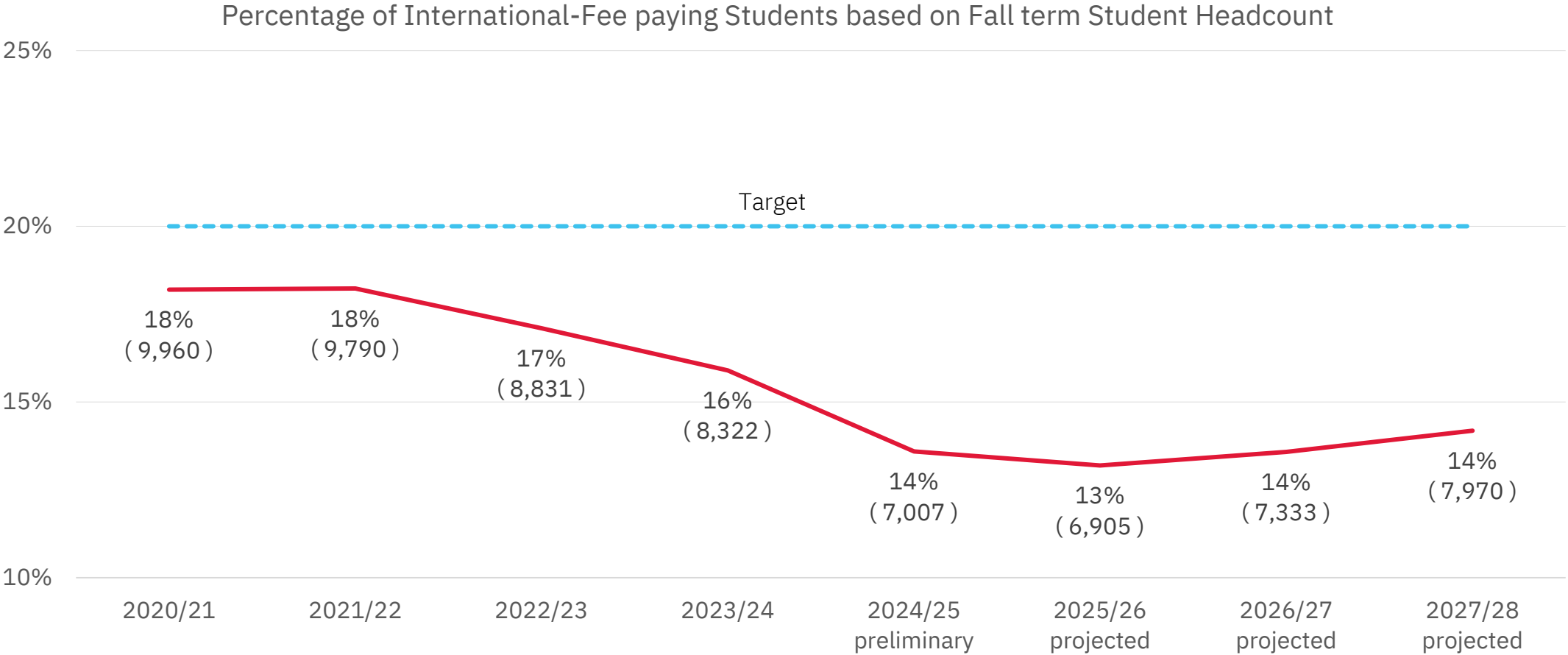


# Visa Applicant Numbers Fall 2025 (YOY)

	Last Inst. Country	FW23	FW24	FW25
1	China	199	218	107
2	UAE	82	56	41
3	India	222	82	38
4	Vietnam	28	40	36
5	United States	33	45	19
6	Saudi Arabia	14	17	18
7	Nigeria	37	16	15
8	Brazil	5	5	12
9	Kenya	16	10	12
10	Pakistan	20	24	11
11	Turkey	14	11	11
12	Kuwait	7	3	10
13	Iran	15	12	9

	Last Inst. Country	FW23	FW24	FW25
14	Bangladesh	18	16	8
15	Trinidad	8	3	8
16	DR. Congo	5	9	7
17	Ghana	12	20	7
18	Hong Kong	2	11	7
19	Taiwan	7	15	7
20	South Korea	8	5	6
21	Bahrain	2	0	4
22	Cameroon	10	7	4
23	England	1	6	4
24	Cote D'Ivoire	5	5	4
25	Jamaica	4	2	4
	<b>Total</b>	<b>1100</b>	<b>892</b>	<b>621</b>

# Percentage of International Students- Historical and Projected



Note: Actual count is reported in parentheses.



An aerial photograph of Toronto, Ontario, Canada, showing the city skyline across the water from a park area. The CN Tower is prominent in the center. The image is framed by a thick red border.

# Sector Enrolment Data



# Preliminary Survey of 2024-25 Enrolment - Ontario Sector and York University (Estimated Full-time Registered Headcount)

November 1 Full-time Student count*	Sector				York				Market Share (York as Percentage of the Sector)			
	2021	2022	2023	2024 Estimated	2021	2022	2023	2024 Estimated	2021	2022	2023	2024 Estimated
Domestic Full-Time Undergraduate	357,649	358,722	368,580	380,836	34,258	33,574	34,915	35,526	9.6%	9.4%	9.5%	9.3%
International Full-Time Undergraduate (ineligible only)	66,707	66,288	69,773	63,623	7,409	6,682	6,133	5,042	11.1%	10.1%	<b>8.8%</b>	<b>7.9%</b>
<b>Total Full-time Undergraduate</b>	<b>424,356</b>	<b>425,010</b>	<b>438,353</b>	<b>444,459</b>	<b>41,667</b>	<b>40,256</b>	<b>41,048</b>	<b>40,568</b>	<b>9.8%</b>	<b>9.5%</b>	<b>9.4%</b>	<b>9.1%</b>
Domestic Full-Time Graduate	52,599	50,569	49,752	51,160	3,400	3,217	3,168	3,374	6.5%	6.4%	6.4%	6.6%
International Full-Time Graduate (ineligible only)	21,530	24,355	27,063	25,393	1,268	1,365	1,514	1,234	5.9%	5.6%	<b>5.6%</b>	<b>4.9%</b>
<b>Total Full-time Graduate</b>	<b>74,129</b>	<b>74,924</b>	<b>76,815</b>	<b>76,553</b>	<b>4,668</b>	<b>4,582</b>	<b>4,682</b>	<b>4,608</b>	<b>6.3%</b>	<b>6.1%</b>	<b>6.1%</b>	<b>6.0%</b>

\*This table excludes part-time student headcount.

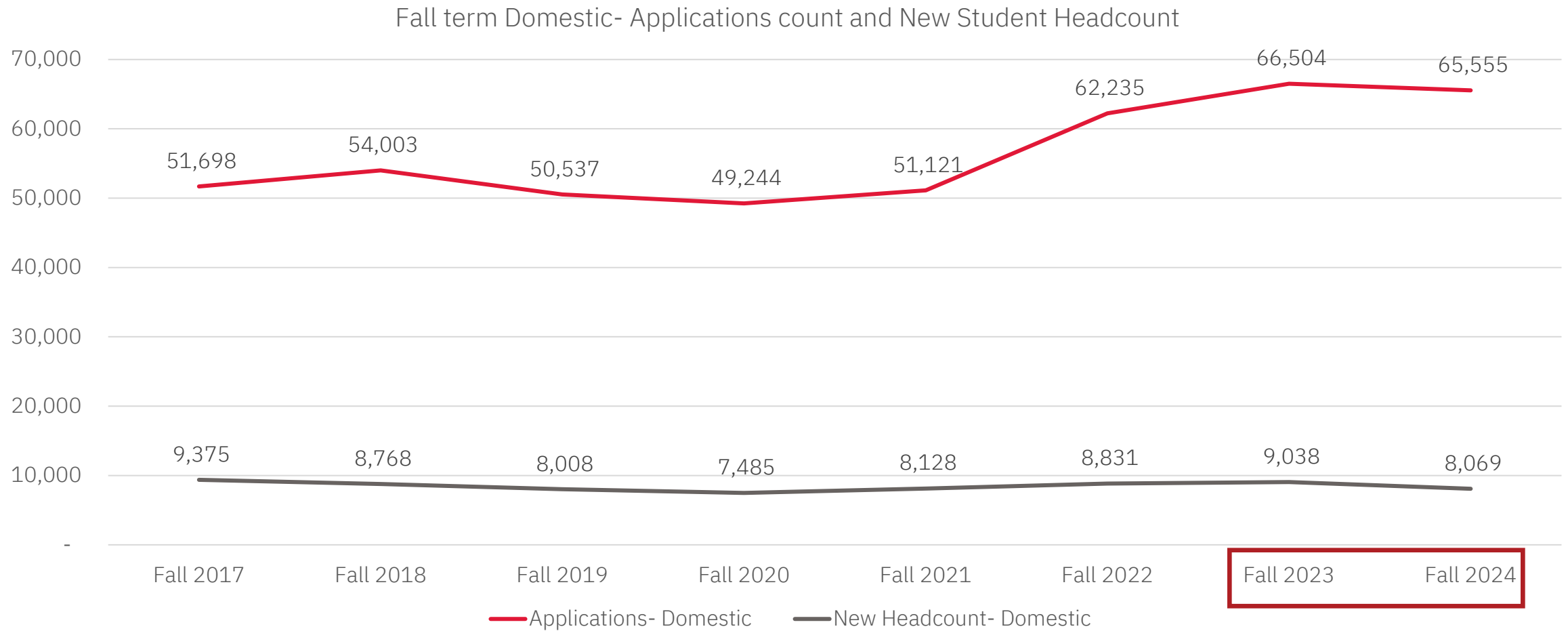
*Note: Sector institutional-level data will be available in March 2025.*



# Applications

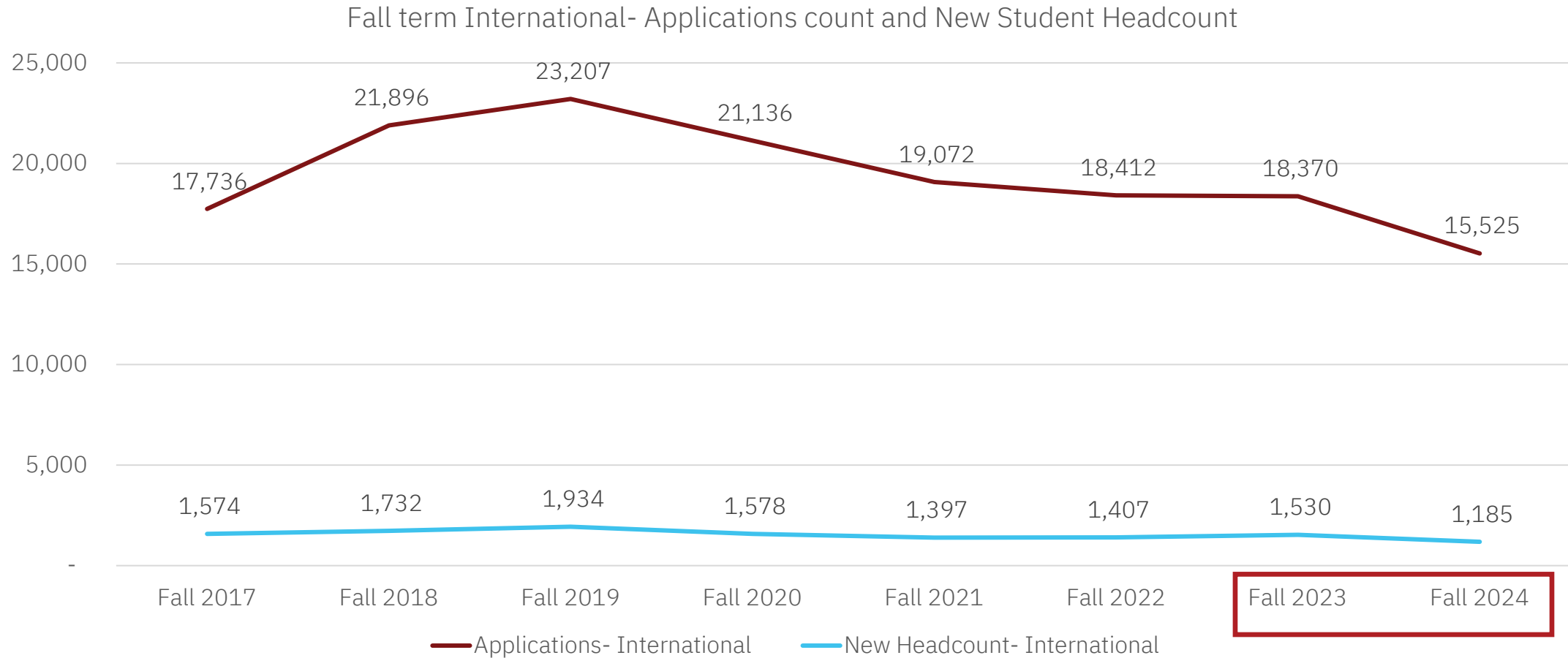


# Applications and New Student Headcount – Domestic Undergraduate 2017-2024





# Applications and New Student Headcount – International Undergraduate 2017-2024





# 1st and 2nd Applications – Undergraduate – 2017-2024

1st and 2nd Choice Applications								
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Domestic 101s	12,675	13,025	11,435	11,237	12,095	14,046	15,231	14,317
Domestic 105s	10,420	9,875	9,150	8,084	7,232	8,557	8,572	8,219
Domestic	23,095	22,900	20,585	19,321	19,327	22,603	23,803	22,536
International 101s	1,717	1,799	2,002	1,892	1,324	1,200	1,207	1,262
International 105s	8,558	10,023	9,411	7,704	7,108	8,013	8,633	6,408
International	10,275	11,822	11,413	9,596	8,432	9,213	9,840	7,670



# Conversion





# Conversion Rates – Domestic Undergraduate

Domestic 101s							
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Application Count	13,025	11,435	11,237	12,095	14,046	15,231	14,317
Offer Count	8,996	7,790	8,223	9,193	9,682	9,949	9,790
Accept Count	3,728	3,425	3,355	3,905	3,952	4,132	3,451
Application to Offer	69.1%	68.1%	73.2%	76.0%	68.9%	65.3%	68.4%
Offer to Accept	41.4%	44.0%	40.8%	42.5%	40.8%	41.5%	35.3%
Application to Accept	28.6%	30.0%	29.9%	32.3%	28.1%	27.1%	24.1%

Domestic 105s							
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Application Count	9,875	9,150	8,084	7,232	8,557	8,572	8,219
Offer Count	3,907	3,993	3,750	3,238	3,806	3,648	3,732
Accept Count	1,971	1,953	1,893	1,667	1,857	1,778	1,735
Application to Offer	39.6%	43.6%	46.4%	44.8%	44.5%	42.6%	45.4%
Offer to Accept	50.4%	48.9%	50.5%	51.5%	48.8%	48.7%	46.5%
Application to Accept	20.0%	21.3%	23.4%	23.1%	21.7%	20.7%	21.1%





# Conversion Rates – International Undergraduate

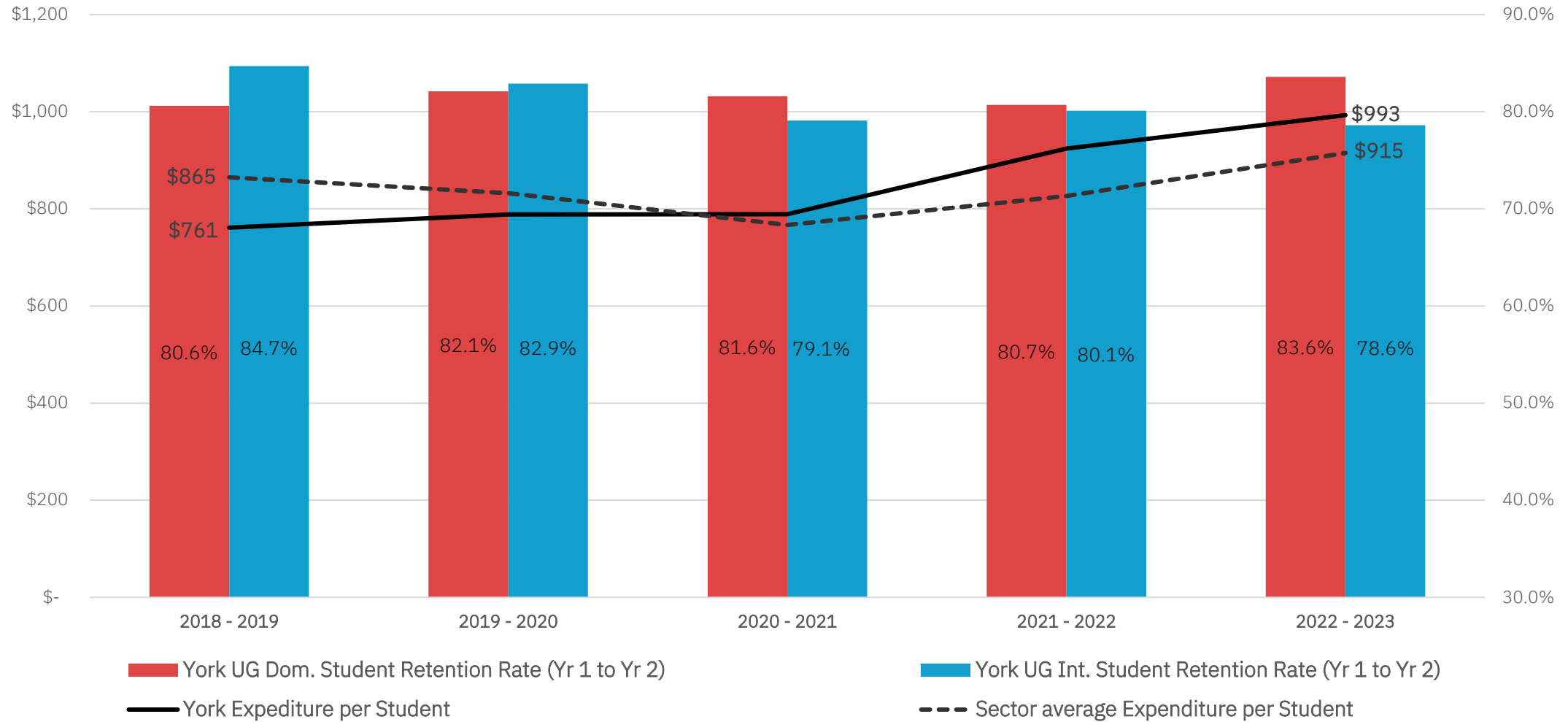
International 101s							
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Application Count	1,799	2,002	1,892	1,324	1,200	1,207	1,262
Offer Count	578	624	806	739	661	687	772
Accept Count	247	223	252	240	206	212	236
Application to Offer	32.1%	31.2%	42.6%	55.8%	55.1%	56.9%	61.2%
Offer to Accept	42.7%	35.7%	31.3%	32.5%	31.2%	30.9%	30.6%
Application to Accept	13.7%	11.1%	13.3%	18.1%	17.2%	17.6%	18.7%

International 105s							
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Application Count	10,023	9,411	7,704	7,108	8,013	8,633	6,408
Offer Count	4,467	4,753	3,980	3,749	3,864	4,011	3,290
Accept Count	1,811	1,787	1,246	1,253	1,579	1,779	1,189
Application to Offer	44.6%	50.5%	51.7%	52.7%	48.2%	46.5%	51.3%
Offer to Accept	40.5%	37.6%	31.3%	33.4%	40.9%	44.4%	36.1%
Application to Accept	18.1%	19.0%	16.2%	17.6%	19.7%	20.6%	18.6%



# Student Services Operating Salaries and Benefits Expenditure

# Student Services Operating Salaries and Benefits Expenditure per Student and Undergraduate Retention Rates



Sources: Expenditure Data CAUBO Table 4, MCU Enrolment Data, Retention Dashboard

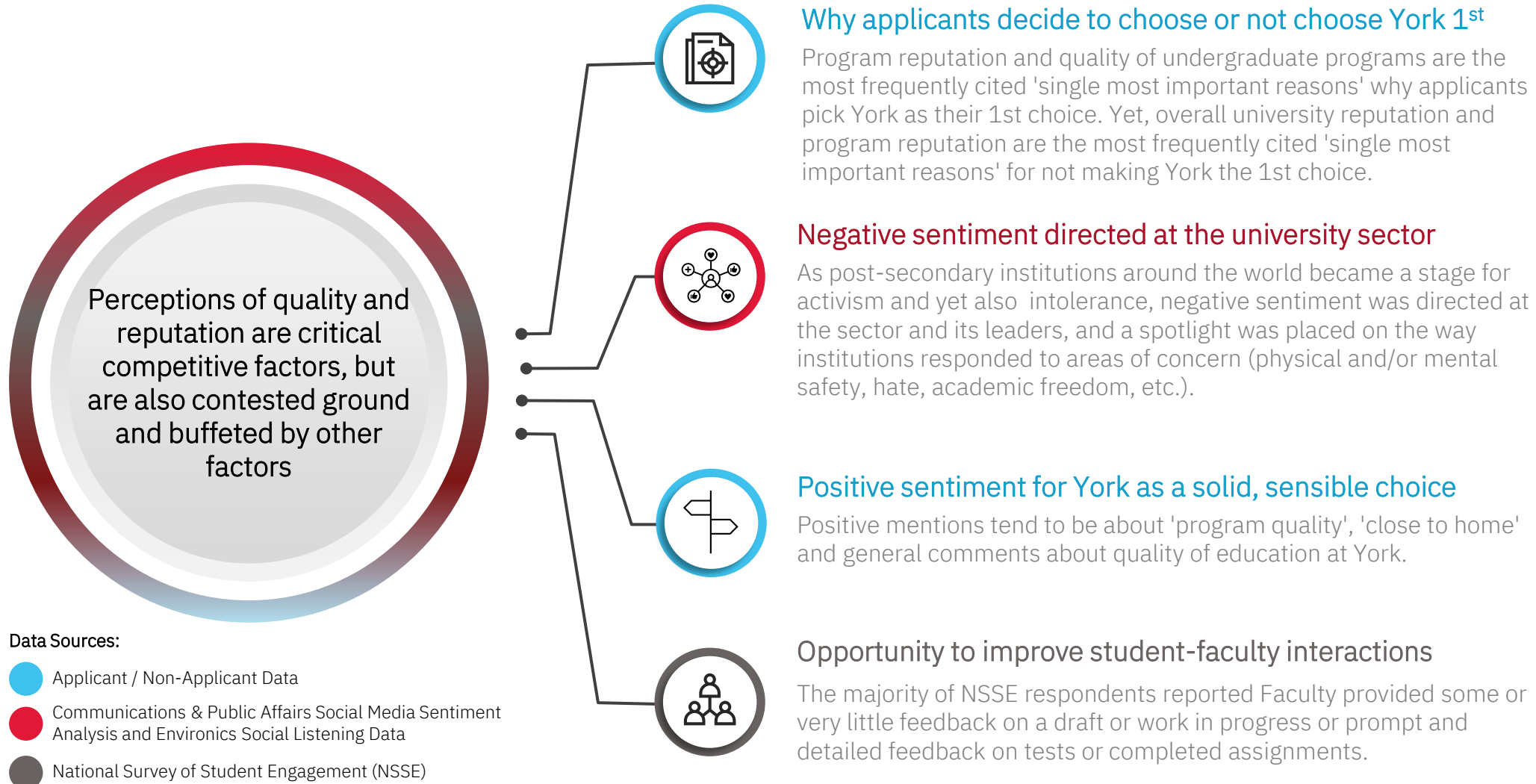




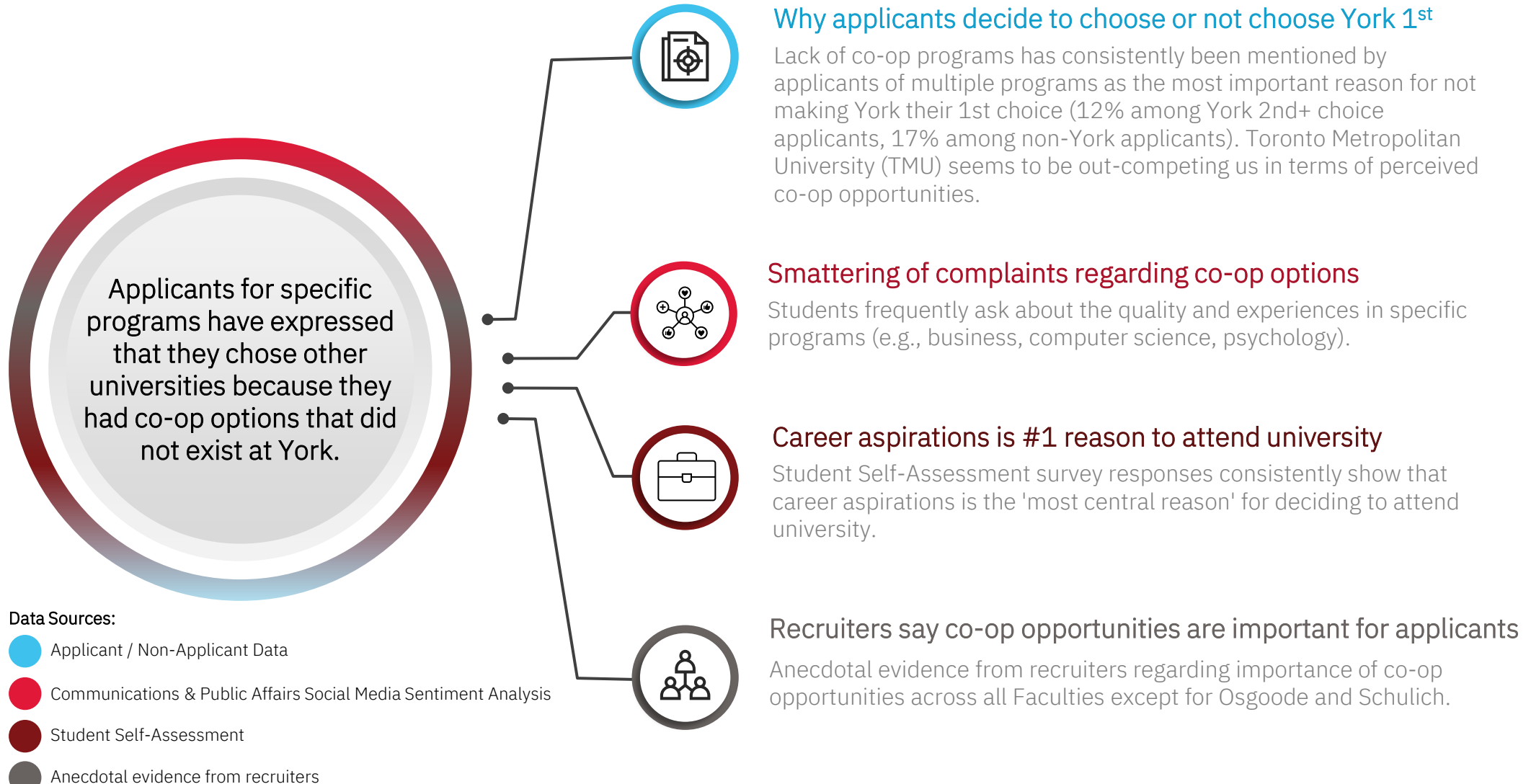
# Diagnostic Report

Why are 1st and 2nd Choice Applications Declining?

# Reputation is Critically Important and Yet Contested Ground

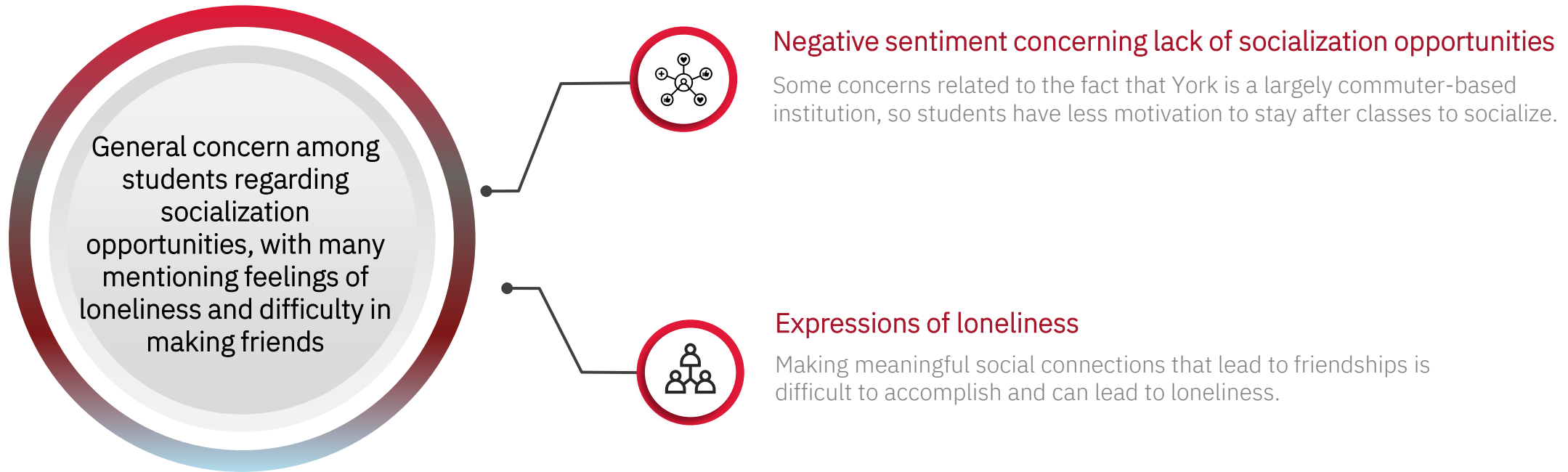


# Steady Perception of Lack of Co-op Opportunities





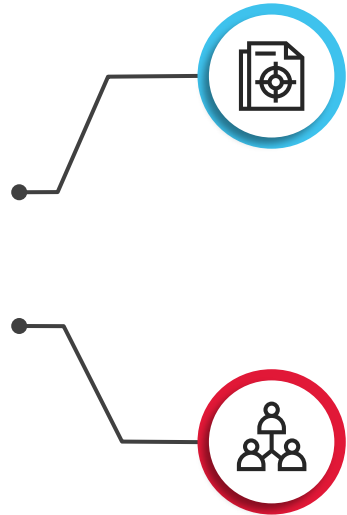
# Perceived Lack of Socialization Opportunities on Campus



## Data Sources:

- Communications & Public Affairs Social Media Sentiment Analysis and Environics Social Listening Data

# Frustrations with Post-Application Process




## Why applicants decide to choose or not choose York 1<sup>st</sup>

Applicants expressed frustration over post-application process.

## Neutral sentiment on questions about enrolment

Increase in neutral sentiment among applicants seeking advice or asking questions about enrolment.

### Data Sources:

 Applicant / Non-Applicant Data

 Environics Social Listening Data





# Strategic Enrolment Management Actions

# Recruitment

## Event Management and Engagement

- Coordinated high-impact recruitment events (Ontario Universities' Fair, Open Houses).
- Ontario Universities' Fair (OUF). Produced 10,683 leads, including 7,995 net new leads—on par with pre-pandemic benchmarks.
- York increased unique leads by 31% year-over-year, showing effective engagement strategies.
- Open Houses demonstrated increased positive sentiment among participants. At the Keele campus, the target registration was 5,000, but actual registrations exceeded expectations, reaching 6,000.

## Conversion and Enrolment Strategies

- Enforced deposit requirements and implemented enrolment blocks to ensure committed enrolments.
- Established targeted messaging and customized advising, with specific focus on promoting the 3-year degree option and providing international entrance awards.

## Communication Alignment Across Faculties

- Provided faculties with customizable communication templates to standardize messaging while allowing for personalization, enhancing student outreach across different programs.
- Creating a centralized recruitment and conversion communications timeline and new tactical working groups to streamline faculty engagement efforts and reduce duplication, facilitating a unified message and consistent prospective student experience.

## New Initiatives and Incentives

- Introduced international entrance scholarships and a 4-year residence guarantee to attract high-achieving and committed direct-entry students.
- Piloted digital marketing campaigns to extend outreach and visibility, especially in international markets, aligning with updated strategies for faculty-led conversion and engagement.





# International Strategic Enrolment Management

## Competitive Financial Incentives for International Students

- Introduced higher-value entrance scholarships, offering first-year awards up to \$15,000 with renewable options for upper years.

## Strategic Regional Expansion

- Expanded agent network in key regions, including the Middle East, China, India, South Asia, Southeast Asia, and Latin America, with 5-7 agents per region.

## Advanced Admission Timelines

- ISEM collaborated with faculties to expedite admission decisions, allowing earlier offers for competitive programs and providing alternative program options sooner.

## Pilot English Language Waiver

- A pilot project to waive English requirements for certain Canadian international schools reduces barriers for select students, enhancing York's appeal for qualified applicants.

## On-campus Residence/Housing Guarantee for International Students

- Exploring a four-year housing guarantee for incoming international students, which supports retention by addressing a major factor in student satisfaction and stability.



# Retention

## Response to Labour Disruption

- Facilitated post-labour disruption support through initiatives like the Vari Hall Kiosk, which addressed over 200 complex student queries in one week.
- Successfully handled over 11,000 students' requests for assessed grades, aiding academic continuity despite disruptions.

## Retention Dashboard

- Completed Phase 1 of the Retention Dashboard, providing the community with data-driven insights to better monitor and manage retention strategies. See: <https://www.yorku.ca/oipa/data-hub/>

## Pilot and Grant Initiatives

- Secured a \$100,000 ONCAT grant for piloting a University 101 course in LA&PS, aimed at enhancing first-year transitions and academic skills development.
- Progressed with the implementation of YU Prep to support first-year transition planning.

## Innovative Use of Technology

- Initiated a collaborative approach to the adoption of the AURA generative AI platform to improve access to information and connect student-facing chatbots.

## Outreach and Support

- Collaborated with the Advising Community of Practice to reach students who had not utilized the Tuition Credit Opportunity, encouraging enrolment in subsequent terms.





# Marketing and Communications

## Enhanced Recruitment Strategies

- Implemented video testimonials and developed an international scholarship landing page to attract global applicants.
- Piloting a “Picture Yourself at York” campaign to leverage strategic storytelling between recruitment to enrolment.

## Targeted Communication Initiatives

- Faculty of Science trialed SMS text messaging for Fall 2024 "accept-not-booked" students, resulting in a 7.5% conversion to new enrolment appointments. Faculty of Health followed suit with similar results.
- Created new working groups focused on International Student Communications and Marketing & Recruitment to bridge communication gaps and generate impactful content. Separated tactical groups vs. strategic groups for effectiveness.
- Enhanced transparency and reduced redundancy by mapping all student communication touchpoints across recruitment, retention, and international student engagement efforts.

## Collaborative Digital Advertising Efforts

- Adopted a collaborative approach to digital advertising involving Communications and Public Affairs (C&PA), the Division of Students, and faculties to leverage funnel marketing strategy.
- Collaboration between Division of Students and C&PA to optimize channel marketing strategy to avoid duplicate efforts, e.g., search vs. social vs. study portals
- Division of Students supported new pilot campaigns with AMPD.

## Community Engagement and Strategic Storytelling

- York x Raptors partnership promotions for Open Houses resulted in 2,000 new followers since October on main study@yorku Instagram accounts.
- Leveraging international narratives across platforms and initiatives. For example, leveraging International Education Week assets for both current + future students, web + email.



# Fall 2025 Conversion Strategies

## 1. Improved digital recruitment marketing

## 2. New international entrance awards

- Renewable scholarships for direct-entry international students with 80%+ final GPA
- One-time only scholarships for international students with 75-79.9% final GPA

## 3. 4-year housing guarantee for international students

- Guaranteed 4-year residence assignment for international students applying from high school

## 4. Earlier switch offers

- Competitive programs will receive switch offers early in the cycle while the decision is pending for their preferred choice

## 5. Faculty conversion strategies

- All faculties have provided their Fall 2025 conversion strategies. Faculty decks can be found here: [Faculty Recruitment & Conversion Strategies](#)

# Complement Update Tenure Track Appointments Starting 2024-25



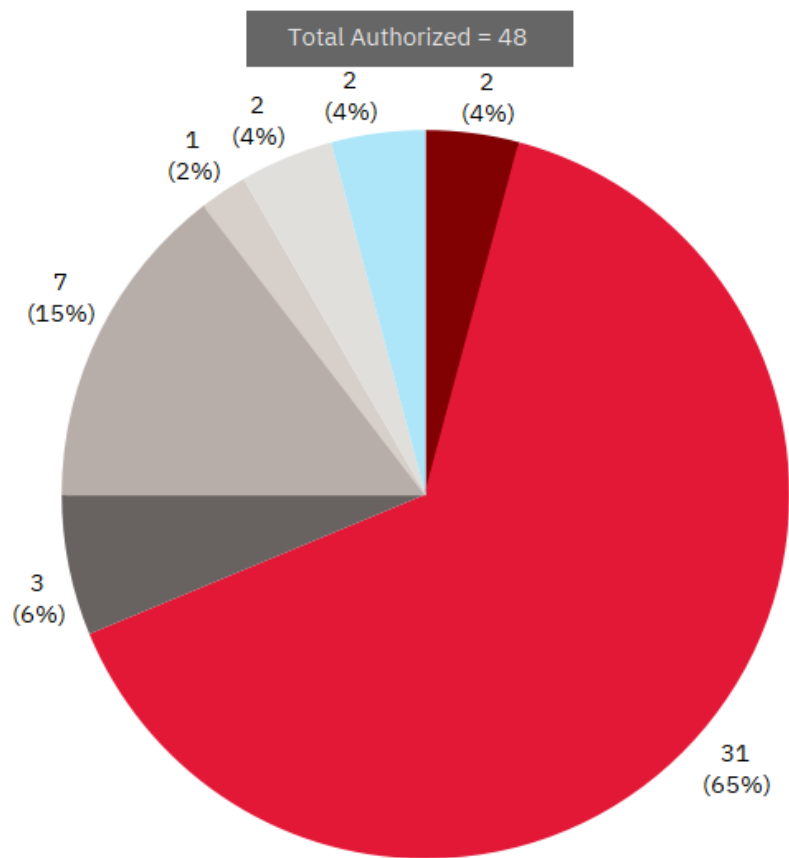
# Key Messages

- Authorized faculty hiring for 2024-25 and 2025-26 was significantly reduced compared to recent years.
- Completion rate was significantly lower which is due to specialized nature of many searches.
- These include 15 recruitments dedicated to CRC and/or Connected Minds or Endowed Chairs:
  - Many of these were senior hires
  - Several were dedicated Indigenous hires
  - All CRC searches were designated for women or gender minority scholars.
- More ambitious hiring such as the recruitment of leading scholars and researchers in specialized fields, is likely to entail greater risk.
- It is notable that 21 of the 24 professors hired to start in 2024-25 self-identified as members of one or more federally designated employment equity groups.

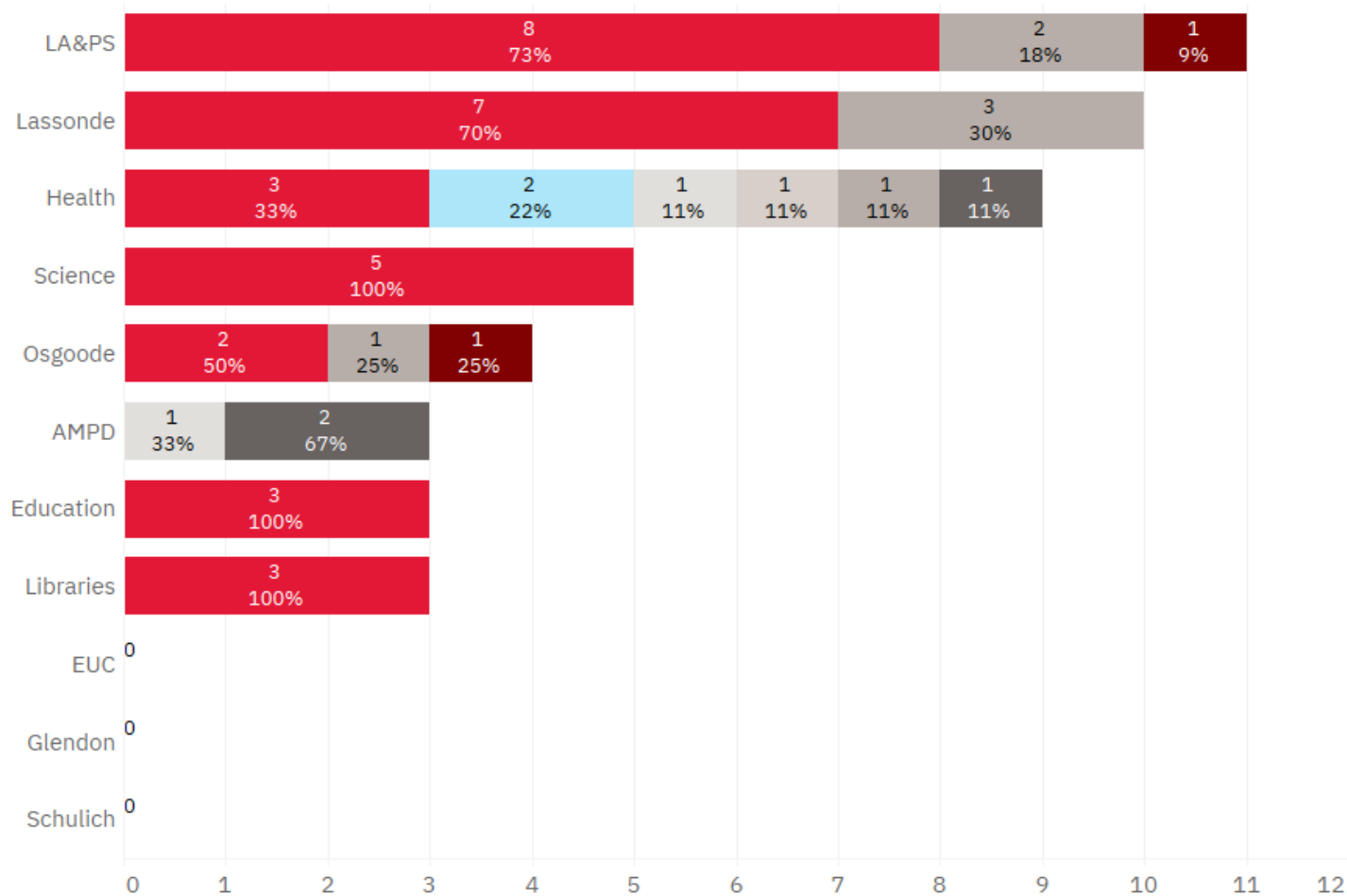


## Searches Authorized for Tenure Track Appointments to Start 2024-25

**Institutional**  
24-25 Authorized Appointments: Professorial vs Teaching



**By Faculty**  
24-25 Authorized Appointments: Professorial vs Teaching



■ Professorial Authorized - Endowment  
■ Professorial Authorized - Other

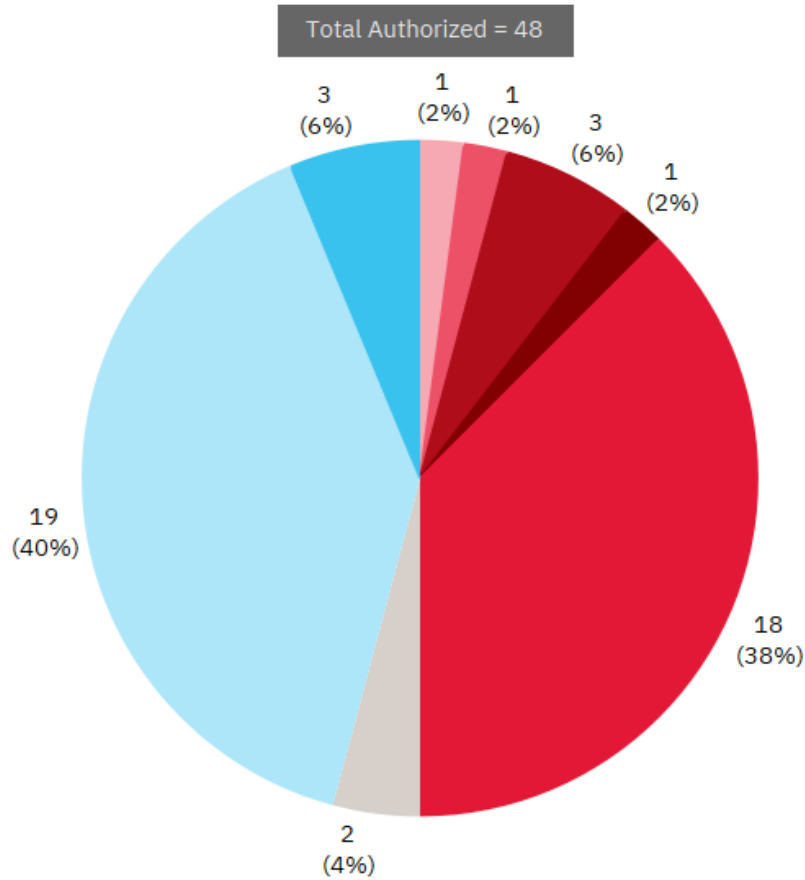
■ Professorial Authorized - Connected Minds  
■ Professorial Authorized - Connected Minds/CRC

■ Professorial Authorized - CRC/VISTA  
■ Professorial Authorized - CRC

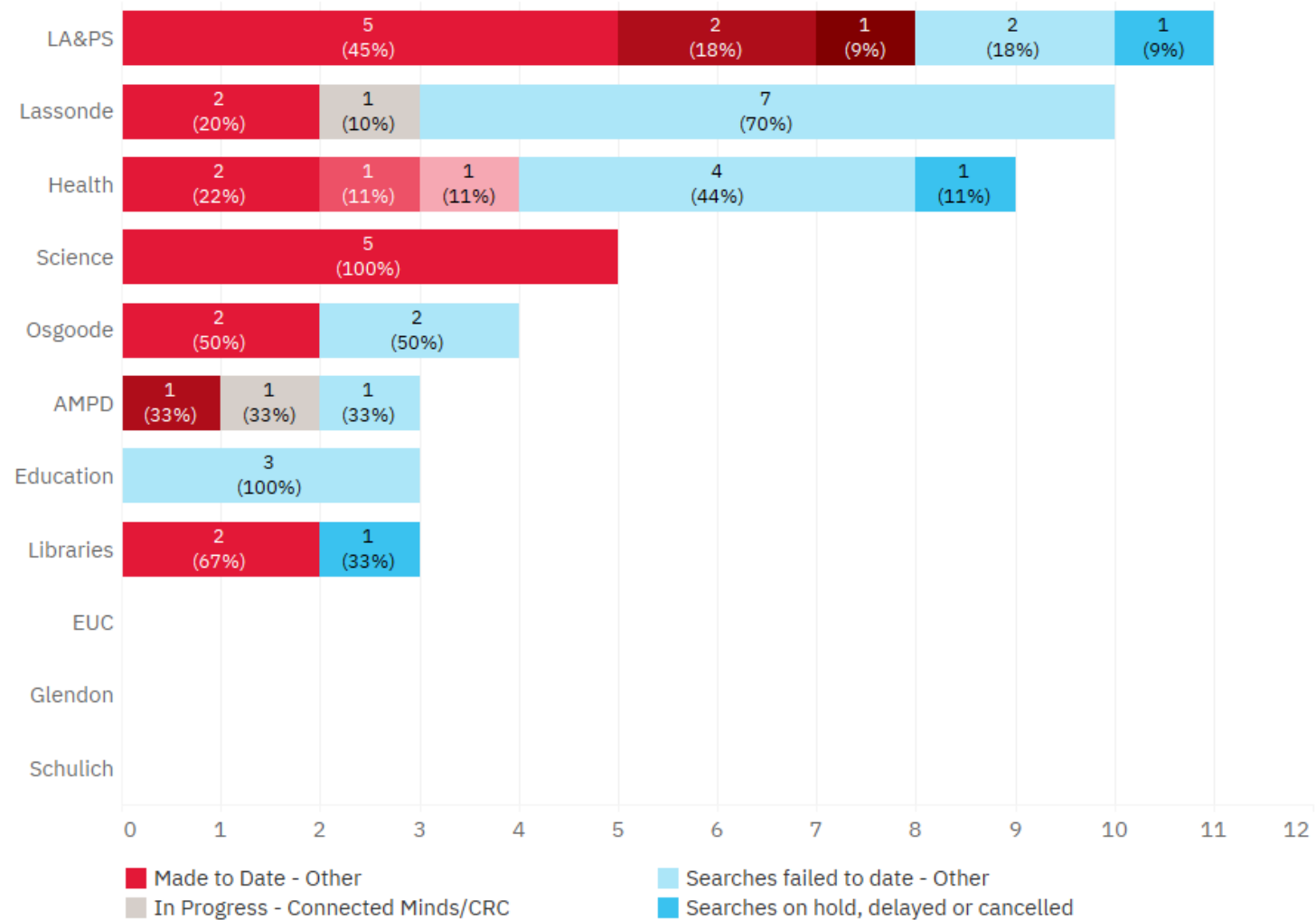
■ Teaching Authorized

# Status of 2024-25 Tenure Track Appointments (as of Oct. 1, 2024)

**Institutional**  
Status of Appointments



**By Faculty**  
Status of Appointments



■ Made to Date - CRC  
■ Made to Date - Connected Minds/CRC  
■ Made to Date - CRC/VISTA  
■ Made to Date - Endowment

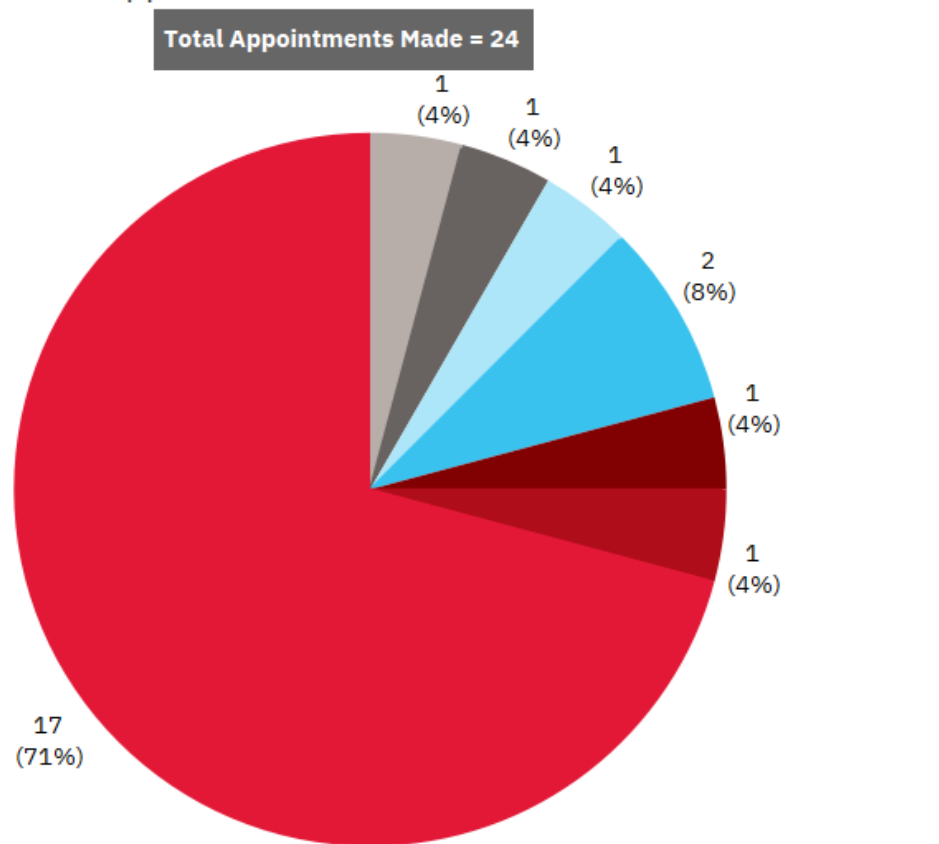
■ Made to Date - Other  
■ In Progress - Connected Minds/CRC  
■ Searches failed to date - Other  
■ Searches on hold, delayed or cancelled

Note: Searches failed to date – Other includes 12 positions rolled over to 2025-26.

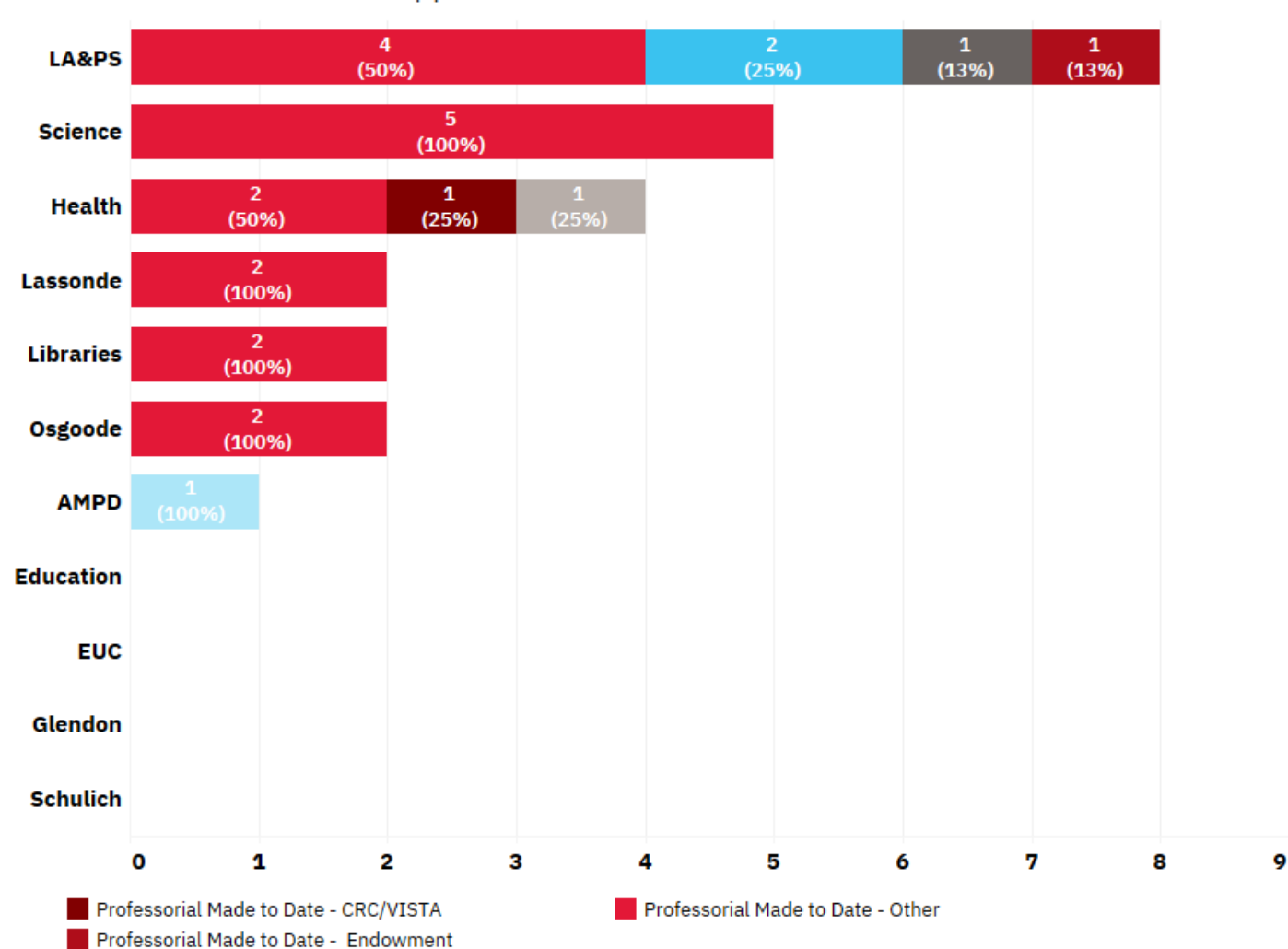
Note: The two positions in progress are a CRC T2 VAAH, AMPD and a CRC T2 EECS, Lassonde.

## Tenure Track Appointments Made to Start 2024-25 (as of Oct. 1, 2024)

**Institutional**  
24-25 Appointments Made to Date: Professorial



**By Faculty**  
24-25 Appointments Made to Date: Professorial



Professional Made to Date - CRC

Professional Made to Date - Connected Minds

Professional Made to Date - CRC/VISTA

Professional Made to Date - Other

Professional Made to Date - Markham

Professional Made to Date - Connected Minds/CRC

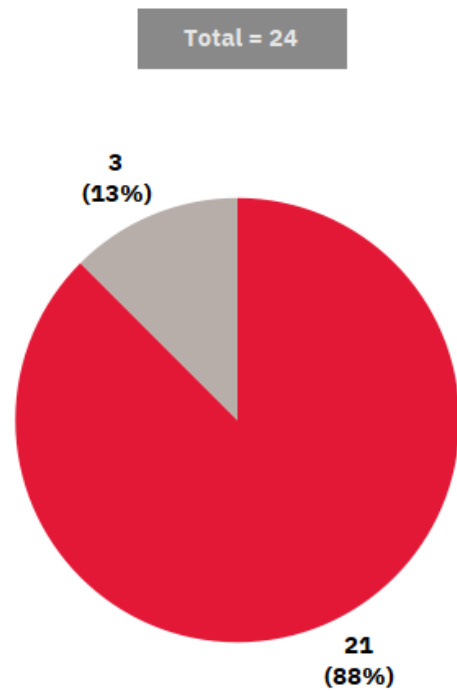
Professional Made to Date - Endowment

Note: There are two positions in progress (CRC T2 VAAH, AMPD and a CRC T2 EECS, Lassonde).

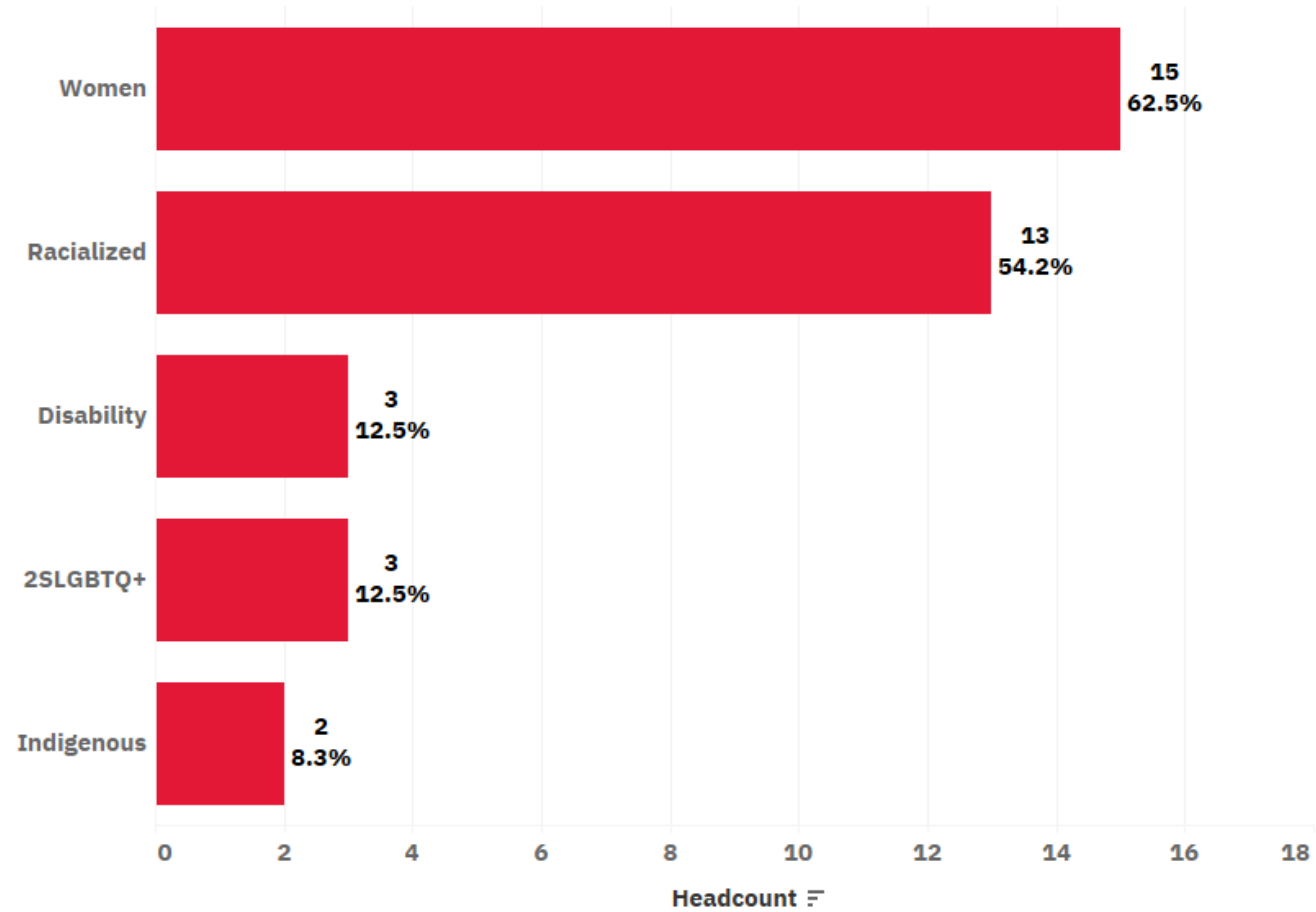
Source: Office of the P&VPA

# Breakdown by Equity Status of 2024-25 Tenure Track Appointments Made to Date (as of Oct. 1, 2024) Professorial Stream

24-25 Professorial Appointments Made to Date  
 Equity Status



24-25 Professorial Appointments Made to Date  
 Self-Identification Representation Breakdown

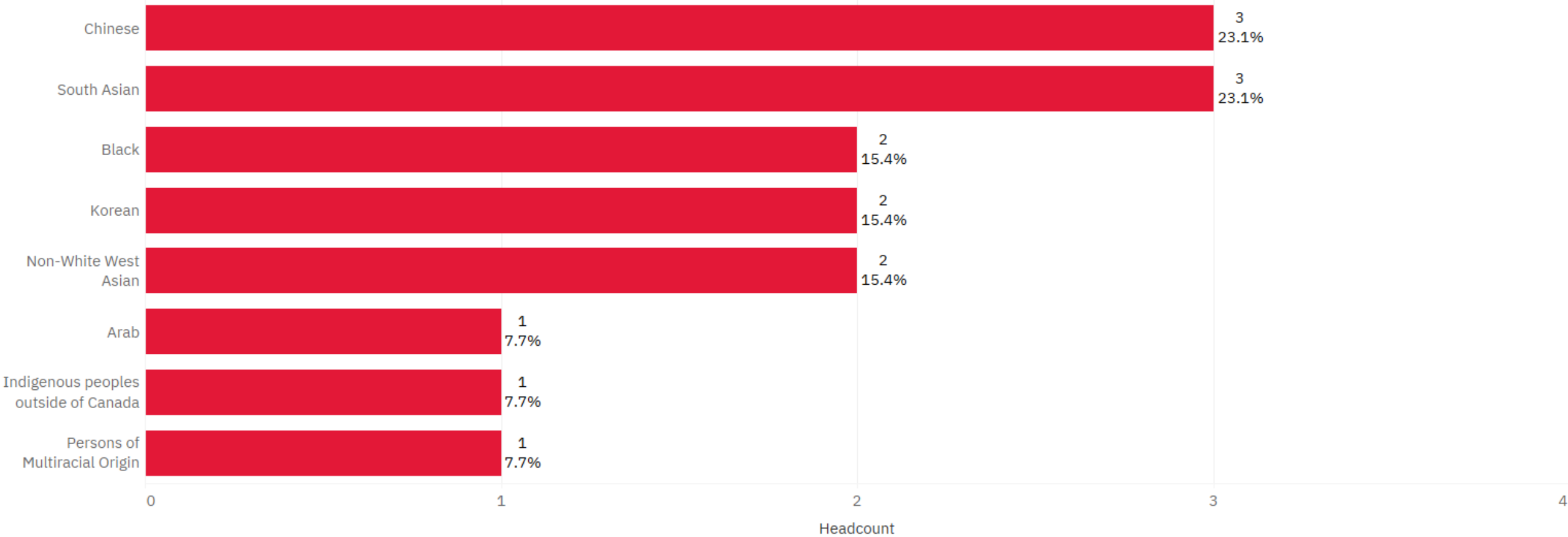


■ Self-Identification  
 ■ No Self-Identification Submitted

Note: Equity data are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications are broken out for confidentiality reasons.

# 2024-25 Breakdown by Self-Identified Racialized Sub-Groups Tenure Track Appointments Made to Date (as of Oct. 1, 2024)

Total = 13



Note: Equity data are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications are broken out for confidentiality reasons.

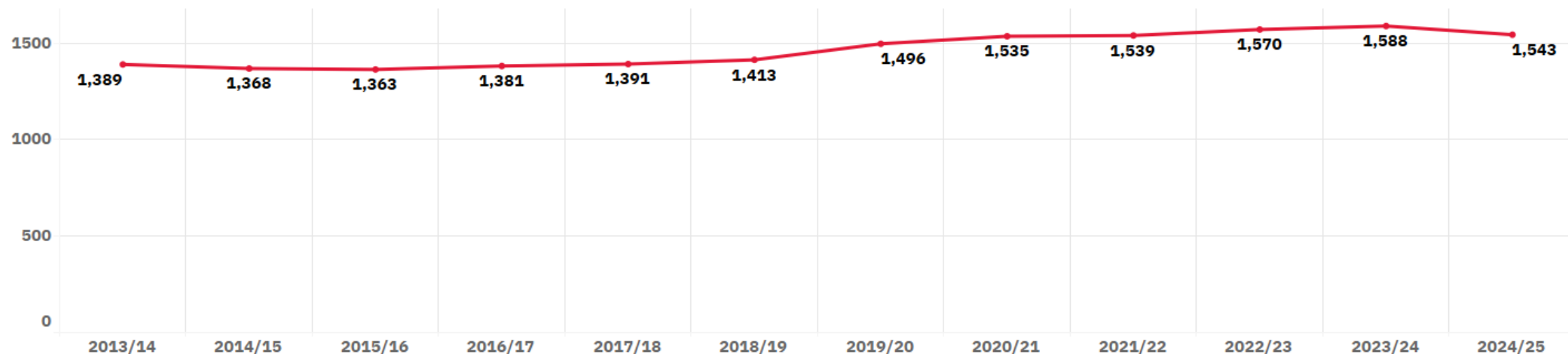




# Tenure Track Complement and Appointment Trends

# Tenure Stream Faculty Complement (Heads) and Breakdown by Streams and Gender, 2013-14 to 2024-25 (per October 1, excluding Librarians)

Total Tenure Stream Faculty



<b>Professorial</b>	<b>1,348 (97%)</b>	<b>1,325 (97%)</b>	<b>1,308 (96%)</b>	<b>1,314 (95%)</b>	<b>1,316 (95%)</b>	<b>1,334 (94%)</b>	<b>1,370 (92%)</b>	<b>1,394 (91%)</b>	<b>1,395 (91%)</b>	<b>1,411 (90%)</b>	<b>1,422 (90%)</b>	<b>1,382 (90%)</b>
<b>Teaching</b>	<b>41 (3%)</b>	<b>43 (3%)</b>	<b>54 (4%)</b>	<b>67 (5%)</b>	<b>75 (5%)</b>	<b>79 (6%)</b>	<b>126 (8%)</b>	<b>141 (9%)</b>	<b>144 (9%)</b>	<b>159 (10%)</b>	<b>166 (10%)</b>	<b>161 (10%)</b>
Professorial <b>Men</b>	55%	55%	56%	55%	55%	55%	54%	53%	53%	53%	56%	54%
Professorial <b>Women</b>	45%	45%	44%	45%	45%	45%	46%	47%	47%	47%	44%	46%
Teaching <b>Men</b>	39%	44%	46%	47%	46%	40%	40%	41%	41%	39%	42%	39%
Teaching <b>Women</b>	61%	56%	54%	53%	54%	60%	60%	59%	59%	61%	58%	61%
Total <b>Men</b>	55%	55%	55%	55%	54%	53%	53%	52%	52%	52%	55%	52%
Total <b>Women</b>	45%	45%	45%	45%	46%	47%	47%	48%	48%	48%	45%	48%

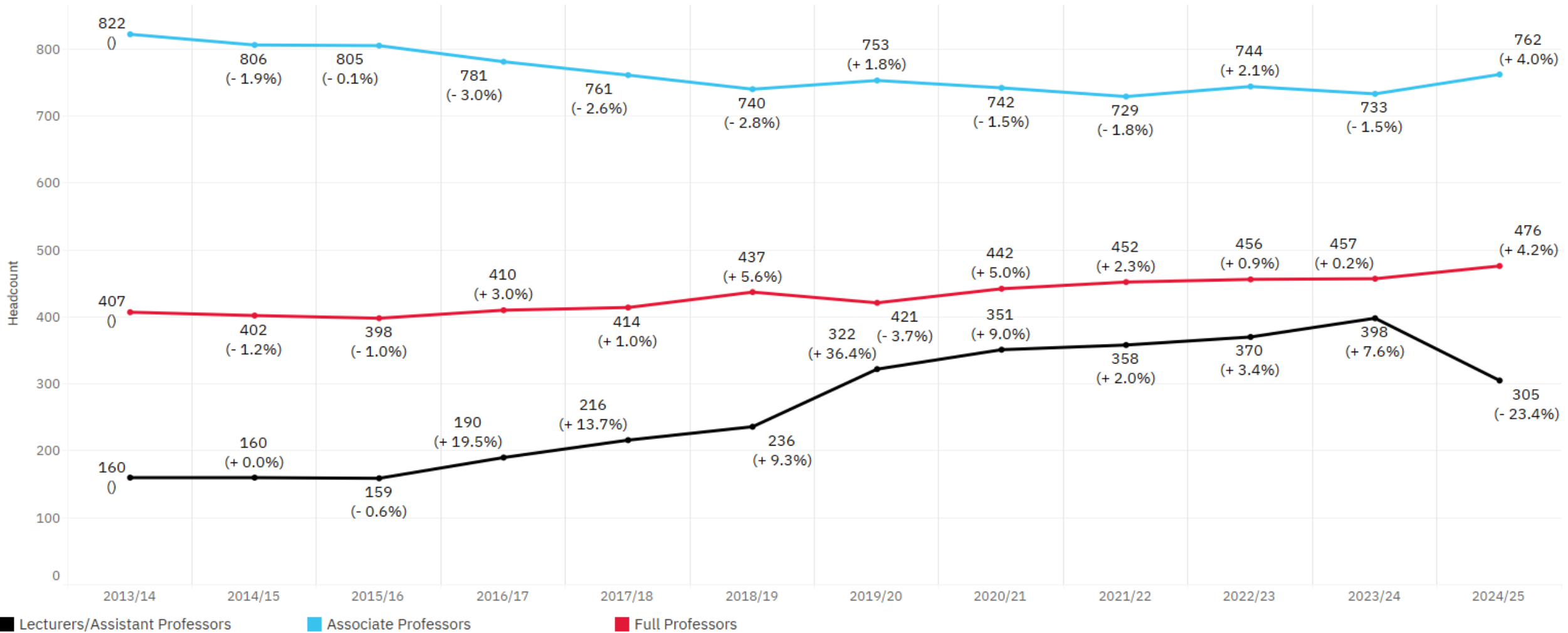
Source: Office of the P&VPA

November 2024



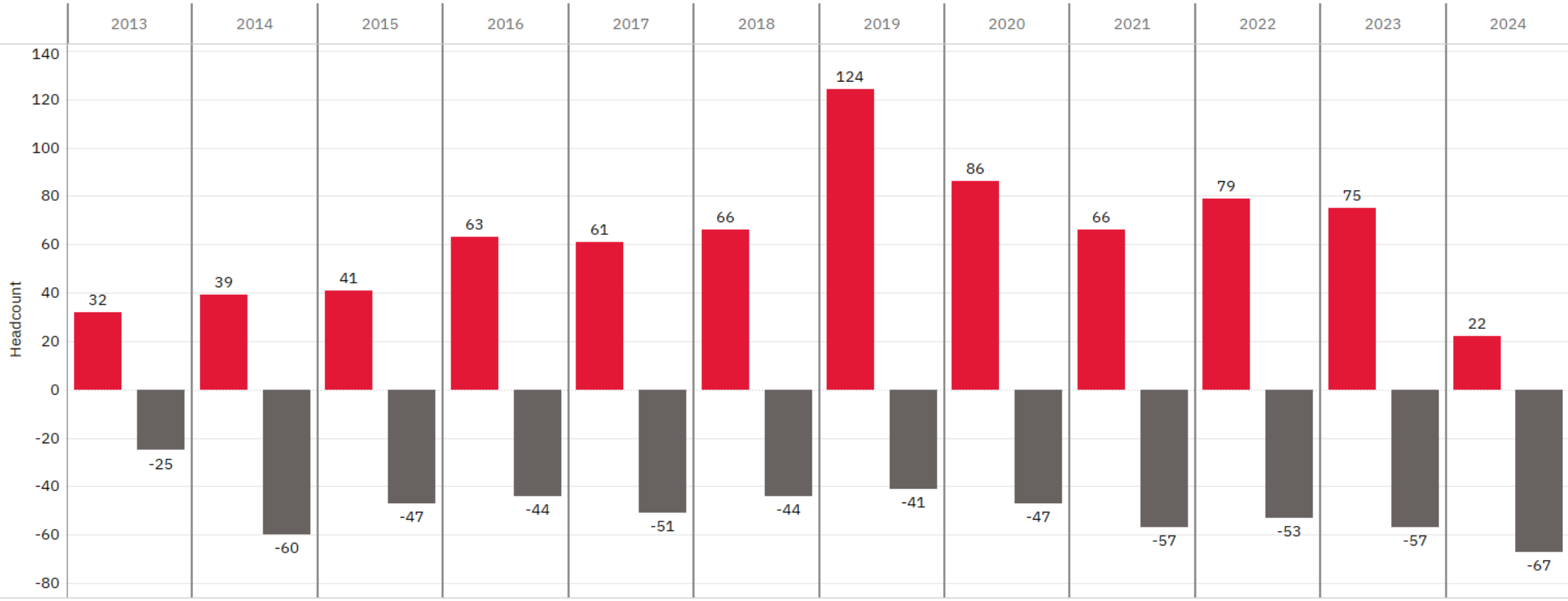
# Tenure Stream Faculty Complement (Heads) by Rank, 2013-14 to 2024-25 (per October 1, excluding Librarians)

## Tenure Stream Faculty by Rank



# Total Appointments and Departures of Tenure Stream Faculty Complement (Heads), 2013-14 to 2024-25 (per October 1, excluding Librarians)

## Total New Tenure Stream Appointments and Departures - At October 1



■ Appointments ■ Departures

Note: See appendix for breakdown by Faculty.

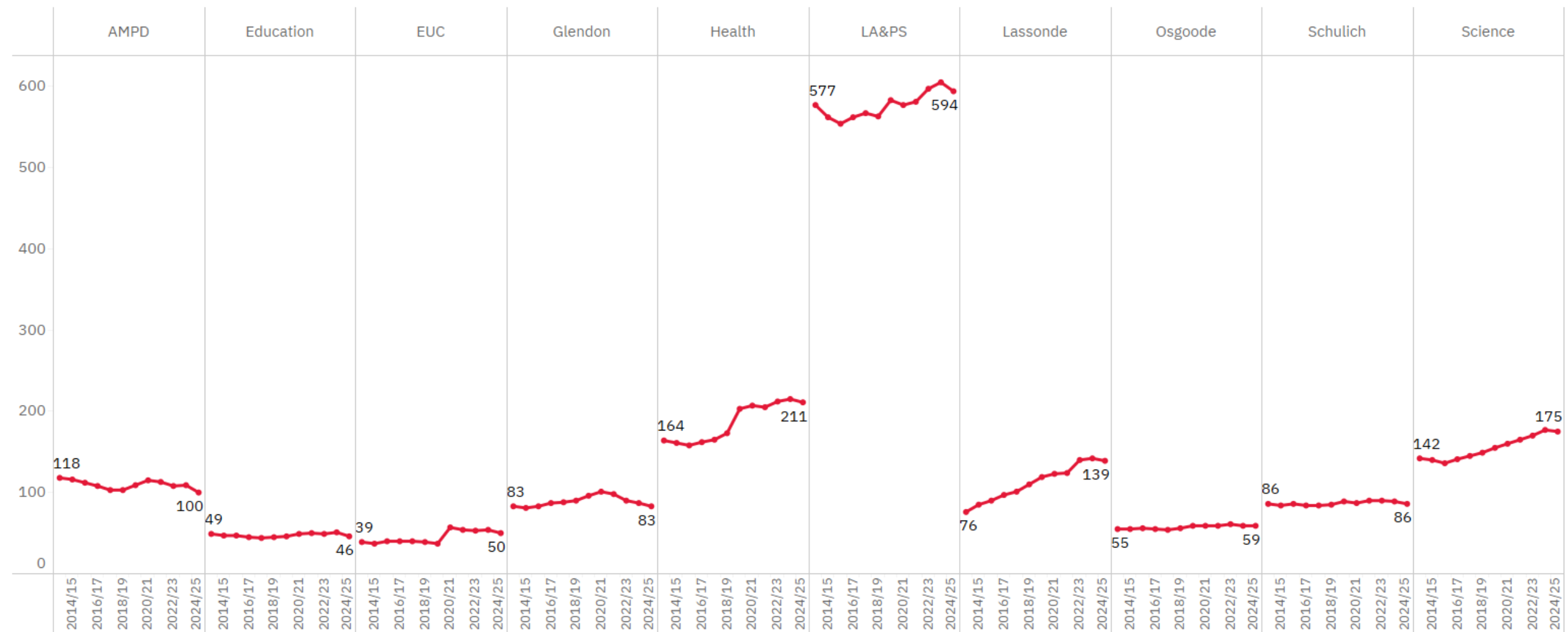
Source: Office of the P&VPA

November 2024



# Tenure Stream Faculty Complement (Heads) breakdown by Faculty, 2013-14 to 2024-25 (per October 1, excluding Librarians)

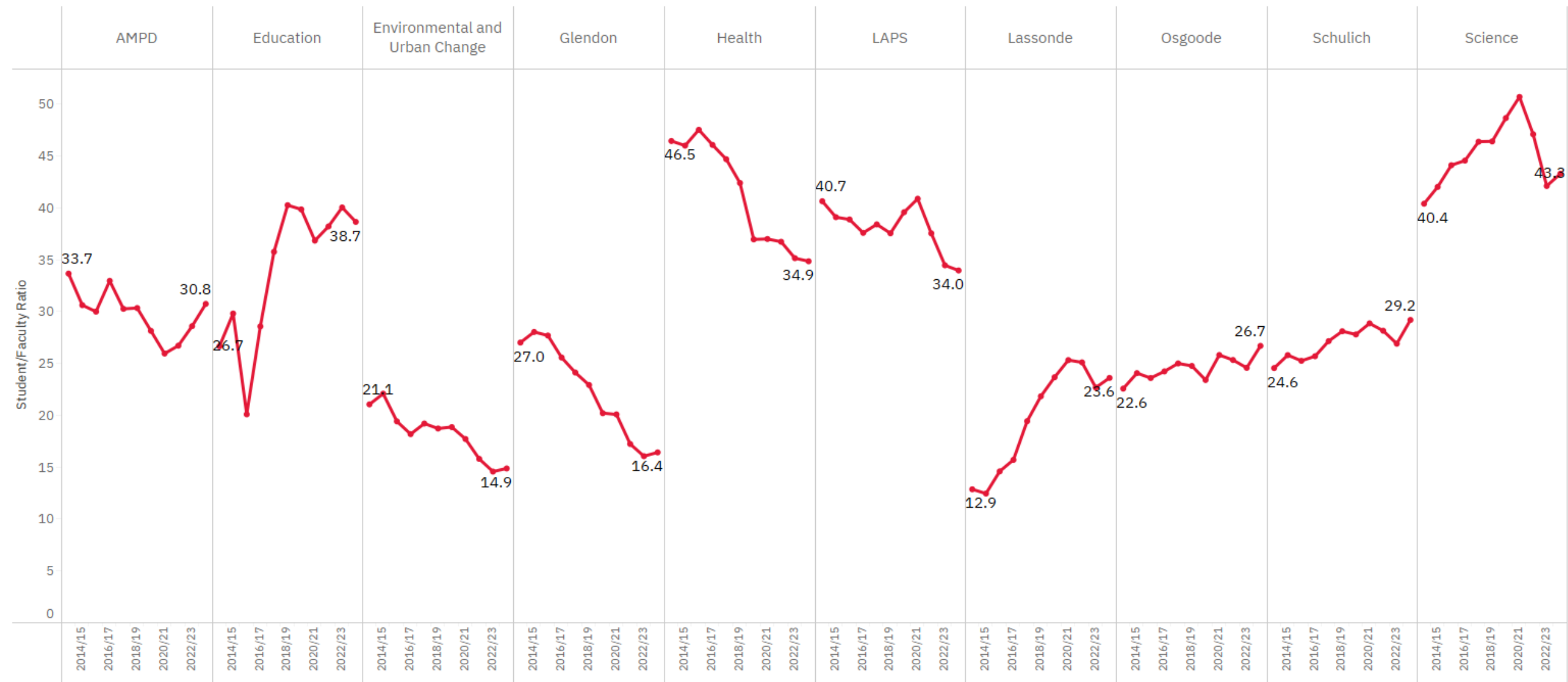
## Tenure Stream Complement by Faculty





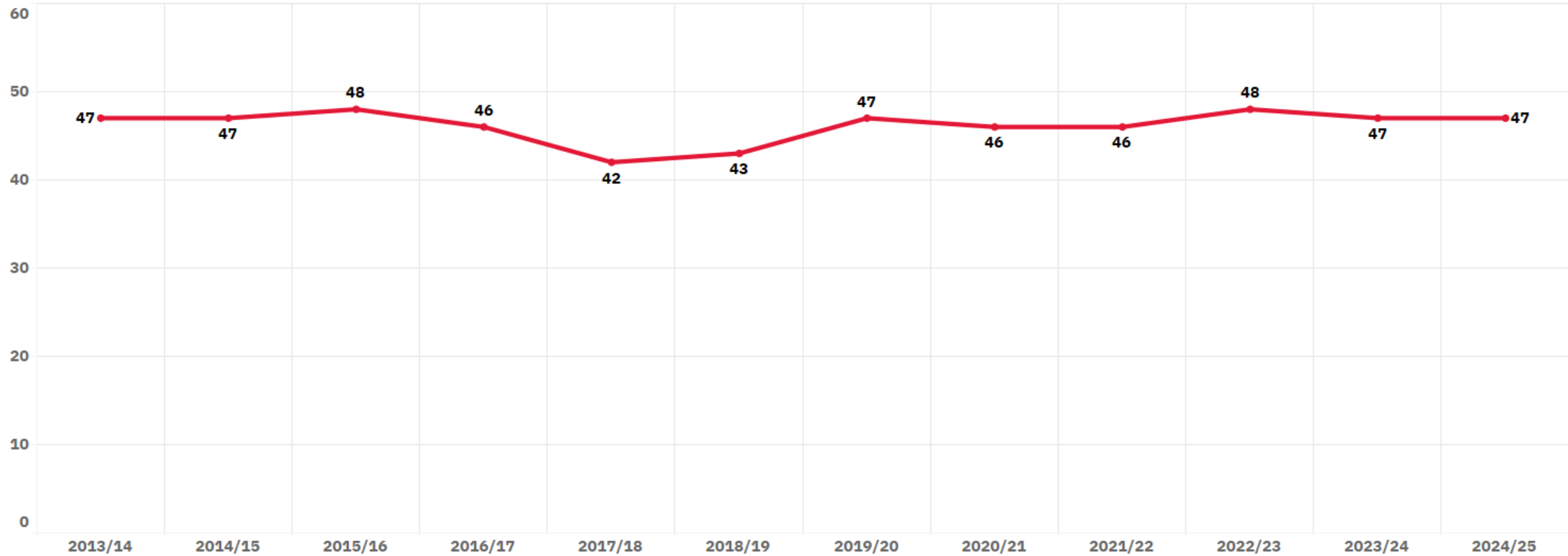
# Student/Faculty Ratio (Total FTE/Tenure Stream FTE) by Faculty, 2013-14 to 2023-24

## Student/Faculty Ratio ((UG+GR FTE)/TS FTE) by Faculty



## Tenure Stream Librarian Complement (Heads), 2013-14 to 2024-25 (per October 1)

Total Tenure Stream Librarians and Archivists



<b>Men</b>	<b>38%</b>	<b>36%</b>	<b>35%</b>	<b>35%</b>	<b>33%</b>	<b>35%</b>	<b>36%</b>	<b>37%</b>	<b>35%</b>	<b>33%</b>	<b>34%</b>	<b>30%</b>
<b>Women</b>	<b>62%</b>	<b>64%</b>	<b>65%</b>	<b>65%</b>	<b>67%</b>	<b>65%</b>	<b>64%</b>	<b>63%</b>	<b>65%</b>	<b>67%</b>	<b>66%</b>	<b>70%</b>

Note: Data includes Osgoode Law Librarians

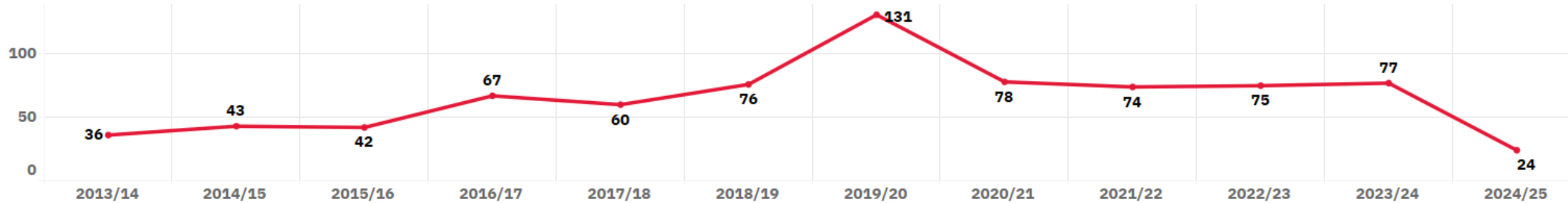
Source: Office of the P&VPA

November 2024

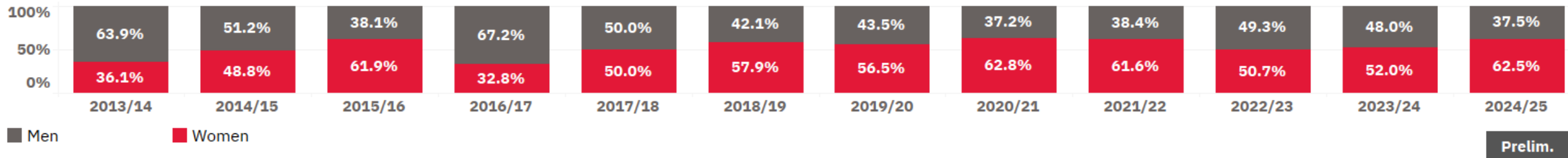
# Trends 2013-14 to 2024-25: Annual Tenure Track Appointments

(per Oct. 1)

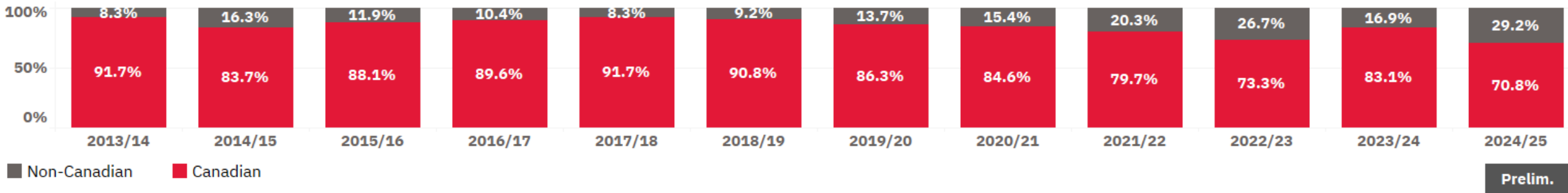
### Annual Tenure Track Appointments Made



### Annual Tenure Track Appointments Made - Gender Breakdown



### Annual Tenure Track Appointments Made - By Immigration Status

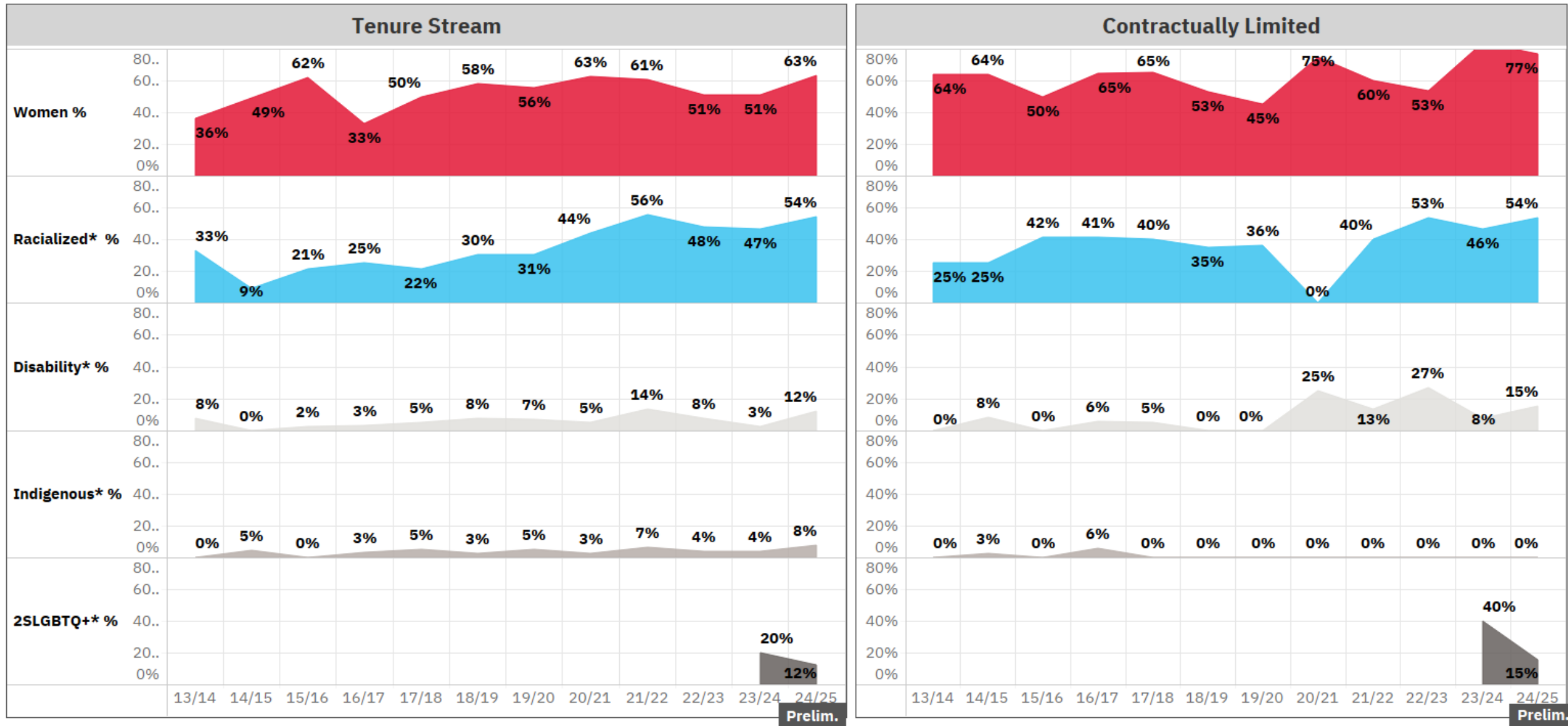


**Note:** An additional 2021-22 appointee and two additional 2023-24 appointees identify as nonbinary.

Source: Office of the P&VPA

November 2024  
56

## Trends 2013-14 to 2024-25: Annual Appointments (per Oct. 1) - Equity Status



Note: Equity data are based on self-identification in the hiring process; self identification may be in more than one category

Source: Office of the P&VPA

November 2024



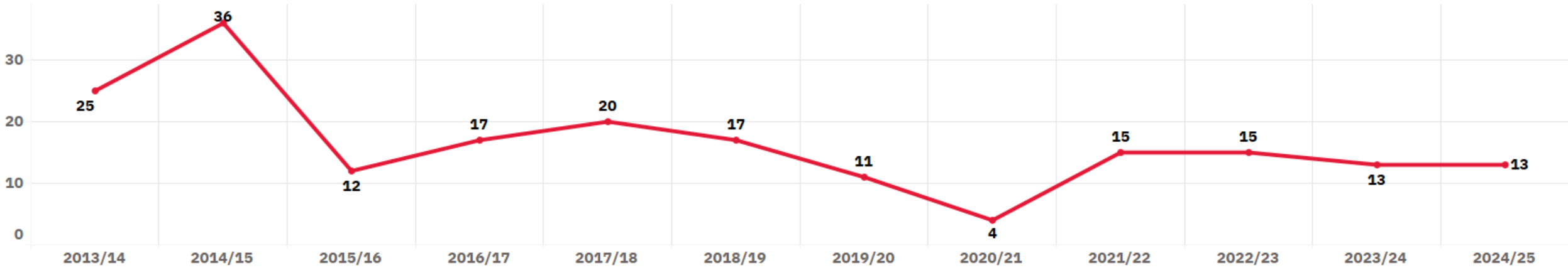
A photograph of three scientists in a laboratory setting. On the left, a man with a beard and blue gloves holds a small white object. In the center, another man with a grey beard looks on. On the right, a woman with glasses and a green turtleneck looks towards the object. The scene is framed by a red border.

# Annual Contractually Limited Appointments Trends

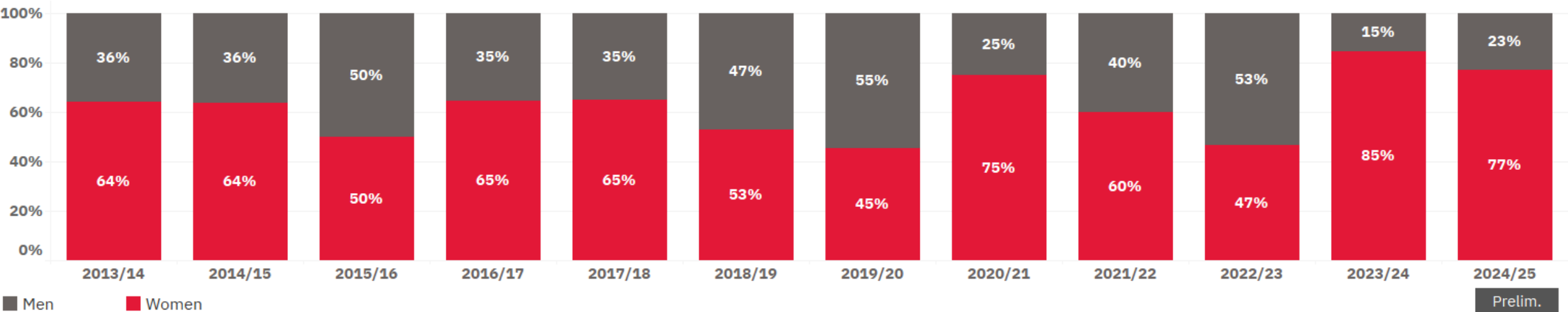


# Trends 2013-14 to 2024-25: Annual Contractually Limited Appointments (per Oct. 1)

## Annual Contractually Limited Appointments Made




## Annual Contractually Limited Appointments Made - Gender Breakdown



Prelim.

Prelim.

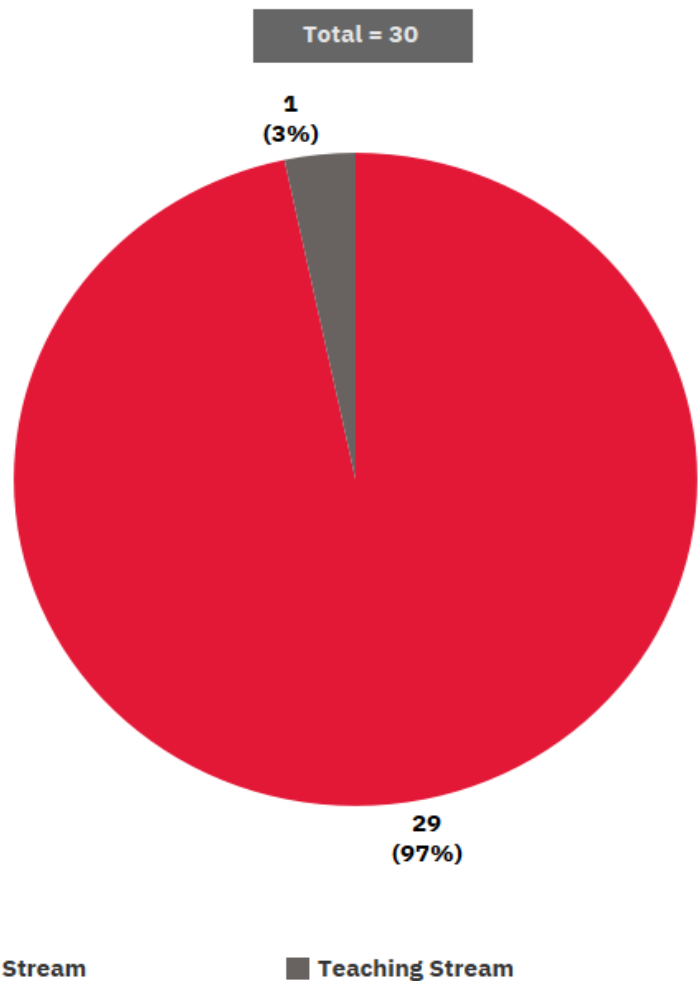
A photograph of two people in an office setting. A man with glasses and a dark jacket is pointing at a computer monitor. A woman with glasses, wearing a patterned scarf and a light-colored sweater, is looking at the monitor. The office has several computer workstations and a window in the background. The entire image is framed by a thick red border.

# Tenure Track Authorized Searches for Appointments in 2025-26

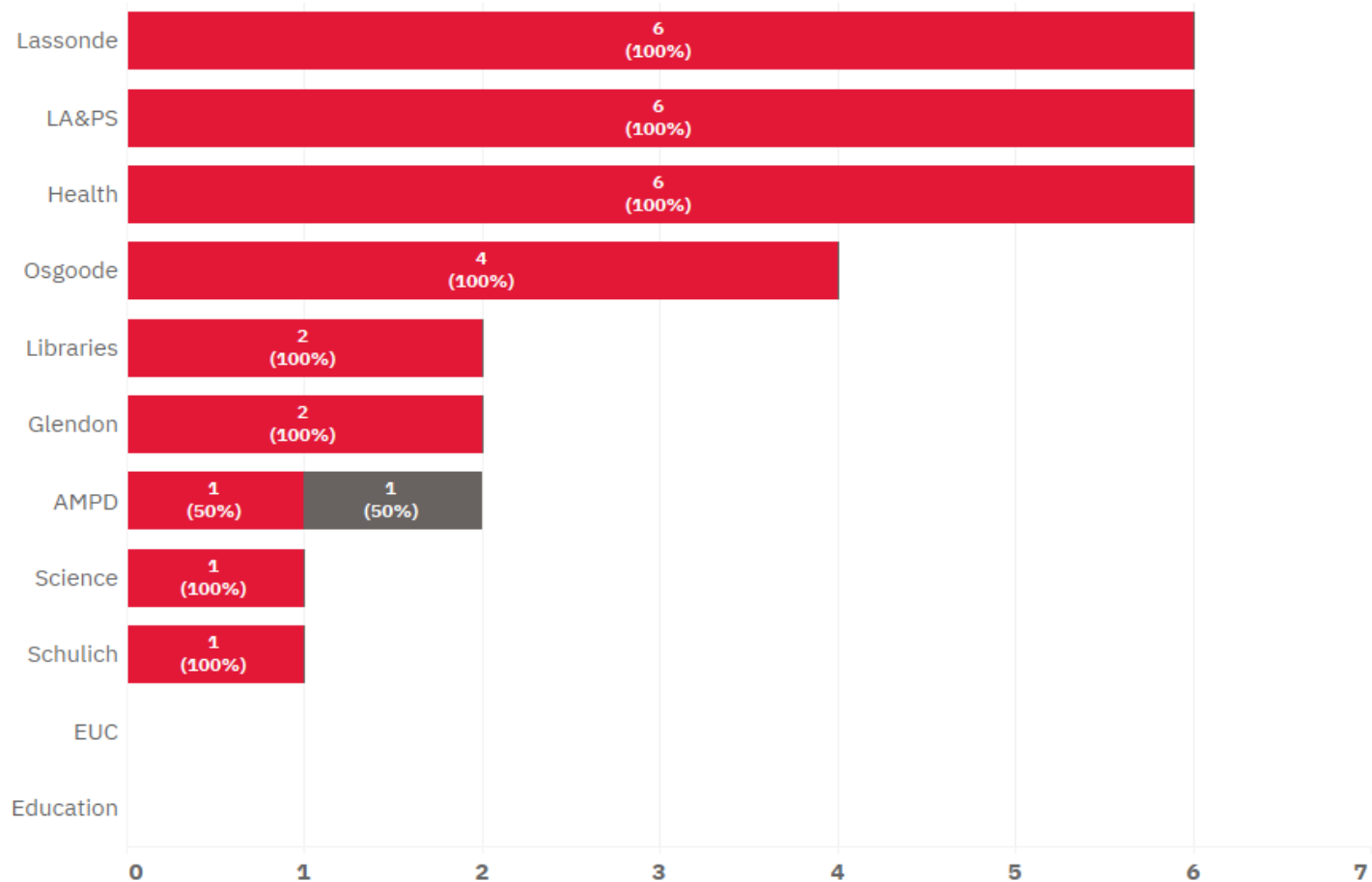


# Breakdown of 2025-26 Tenure Track Appointments Authorized To Date (as of Oct. 1, 2024)

**Institutional**  
25-26 Authorized Appointments: Professorial vs Teaching



**By Faculty**  
25-26 Authorized Appointments: Professorial vs Teaching



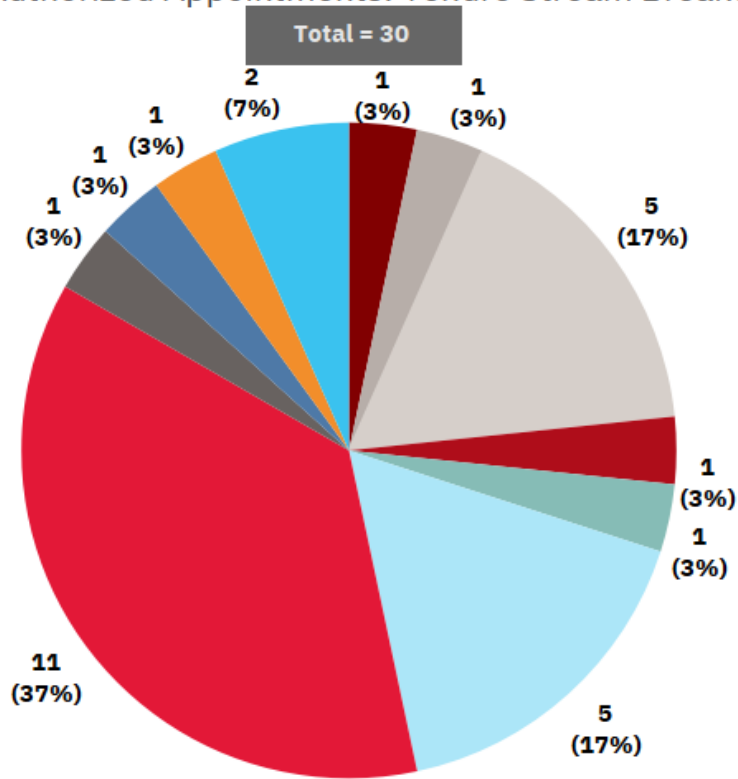
Note: The 36 overall total to date includes 10 rolled over from 2023-24.

Source: Office of the P&VPA

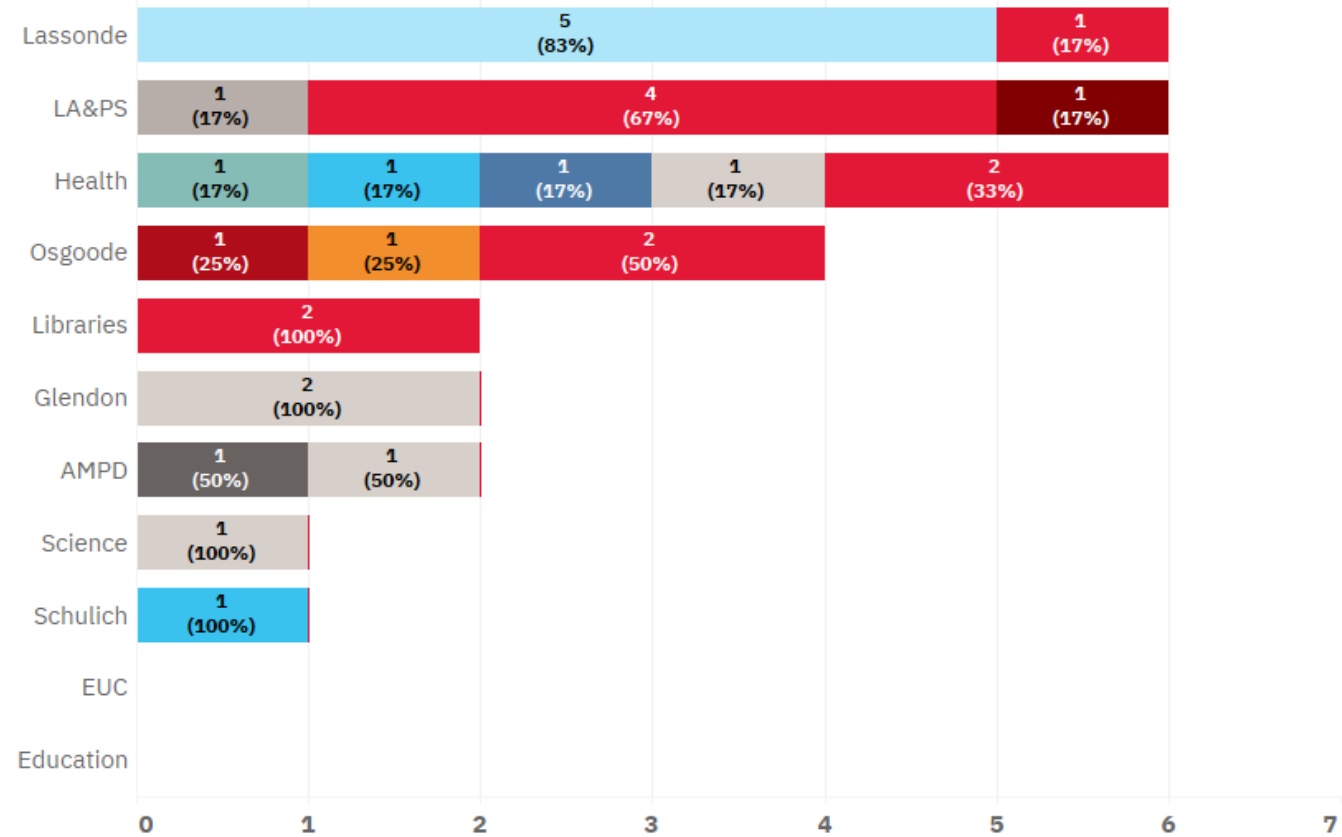
November 2024

# Breakdown of 2025-26 Tenure Stream Appointments Authorized To Date (as of Oct. 1, 2024)

**Institutional**  
25-26 Authorized Appointments: Tenure Stream Breakdown



**By Faculty**  
25-26 Authorized Appointments: Tenure Stream Breakdown



- Professorial - Indigenous
- Professorial - Endowment
- Professorial - Other
- Professorial - CRC, Connected Minds, Women/Ge..
- Professorial - Markham
- Professorial - Indigenous and Connected Minds
- Teaching - Other
- Professorial - CRC, Women/Gender Minorities
- Professorial - Connected Minds
- Professorial - Women
- Professorial - CRC, Connected Minds, Indigenous..



# Appendix Enrolment







# Key Terms

**101s:** Applicants currently attending an Ontario high school.

**105s:** International or Canadian applicants not currently attending an Ontario high school.

**Confirmations:** A formal indication from an applicant that they are accepting an offer of admission. ‘Confirmations’ are also called ‘acceptances’ or ‘accepts.’

**Conversion Rate (also called Conversion Ratio):** The student recruitment process is tracked relative to several key metrics, including: number of applications, offers of admission, acceptances of offers, and enrolments. Various conversion rates are used to track the efficacy of various aspects of the recruiting process, and include offers as a proportion of applications, accepts as a proportion of offers, and enrolments as a proportion of acceptances.

**Course load:** Course-load is a measure of course-taking activity as a proportion of headcount. A student’s course-taking activity is calculated by summing the course credits of the courses in which they are enrolled and dividing that sum by the ‘standard course load’ for the program in which the student is enrolled. Most undergraduate programs at York have a standard course load of 30 credits. The sum of course-taking activity across all students is then divided by the number of students, resulting in a course-load.

**Eligible:** An Eligible Program is one approved by the Ontario government for operating grant support (i.e., part of the Enrolment Corridor).

**Enrolment Contract Projections:** Generated each year in late-September, these multi-year enrolment projections are based on intake targets set in June, Summer enrolment actuals, and estimates of the current Fall term intakes (taking into account the melt-rates for new students between late-September and November 1). These enrolment projections are used in enrolment contracts and enrolment revenue envelopes.

**Fiscal Full-Time Equivalent (FFTE):** Undergraduate FFTEs are calculated as a proportion of a standard full-time credit load for their particular program. The standard full-time load for most undergraduate degree programs is 30 credits. A student taking 30 credits across two terms of study generates 1.0 FFTE across those two terms combined.



# Key Terms (Continued)

**Flow-through:** Flow-through is closely related to retention rates since both have to do with students who are enrolled in one term and then return in subsequent terms. When we talk about enrolment flow-through, we are referring to the impact that higher or lower headcounts in one term have on subsequent terms, holding other factors, like retention rates, the same.

**Full-Time Equivalent (FTE):** Graduate students FTEs are calculated on the basis of their full-time or part-time registration status in each term they are enrolled. A full-time graduate student generates 1 FTE per term and a part-time graduate student generates 0.3 FTEs. Graduate students generally attend three terms per year.

**Headcount:** Count of the number of students enrolled at any given time.

**Ineligible:** An Ineligible Program does not receive Ontario government operating grant funding and are not therefore counted in the Enrolment Corridor.

**Intake targets:** Intakes are new students admitted to York who are enrolled as of the official count date (e.g., November 1 for the Fall term). Intake targets are established by Faculties and the Provost every June.

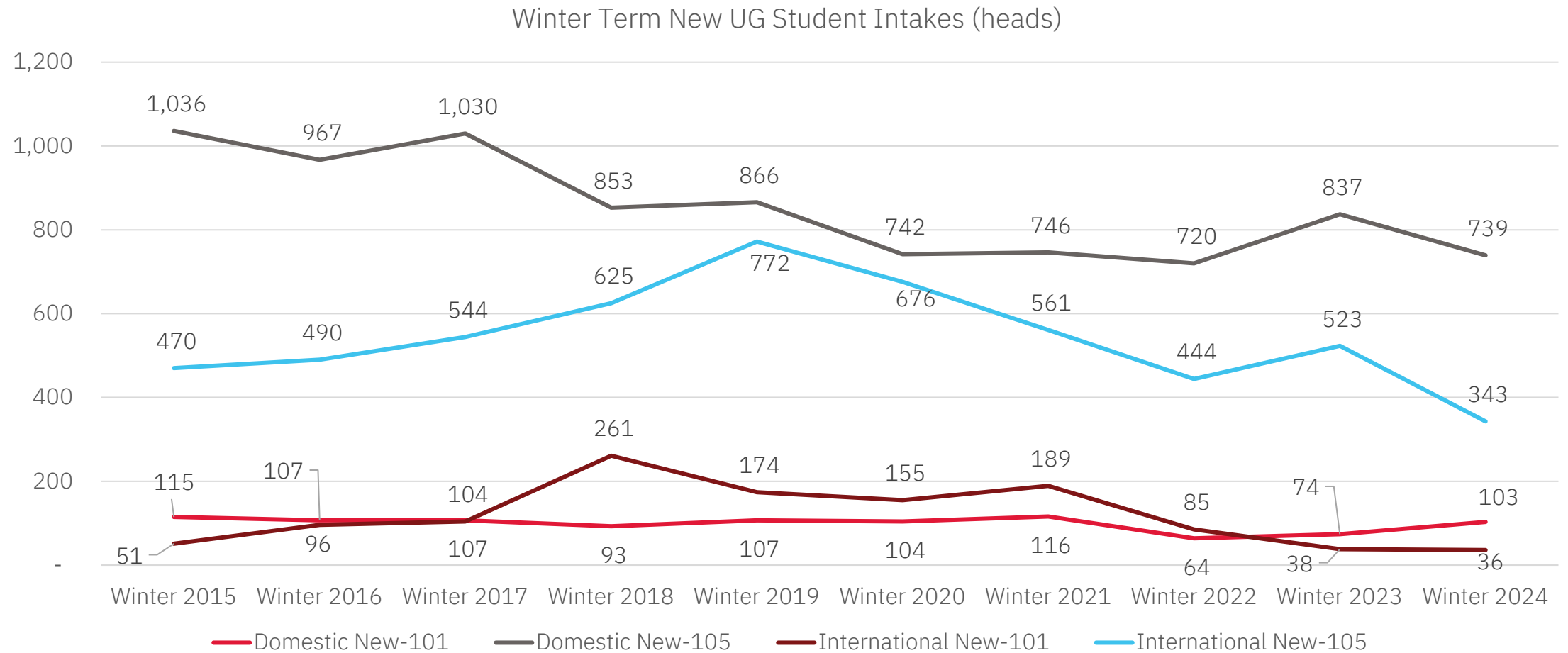
**Melt Rate:** Not all students who enrol for a particular reporting period will still be registered as of the official count date for that reporting period. The 'melt rate' is the ratio of official count date enrolments compared to the enrolments for the same reporting period, but at an earlier date.

**Retention Rate:** Retention-rates are closely related to flow-through since both have to do with students who are enrolled in one term and then return in subsequent terms. When we talk about retention rates, we are referring to the proportion of students enrolled in one term who return in a subsequent term, or in one reporting period, returning in a subsequent reporting period.

**Strategic Enrolment Management (SEM):** A wide organizational framework for improving student enrolment, retention, and success outcomes.



# Undergraduate Winter Term New Student Headcount (Keele and Glendon)



# 1<sup>st</sup> and 2<sup>nd</sup> Choice Applicants by Faculty since 2023

Faculty	Domestic			International		
	Fall 2024	Change from Fall 2023	% Change from Fall 2023	Fall 2024	Change from Fall 2023	% Change from Fall 2023
<b>1<sup>st</sup> Choice Applicants</b>	<b>10,651</b>	<b>-739</b>	<b>-6.5%</b>	<b>3,911</b>	<b>-1,220</b>	<b>-23.8%</b>
AMPD	724	-102	-12.3%	241	-58	-19.4%
Education	344	46	15.4%	19	-22	-53.7%
EUC	115	20	21.1%	33	-21	-38.9%
Glendon	385	-85	-18.1%	177	-33	-15.7%
Health	2,333	-126	-5.1%	401	-152	-27.5%
LA&PS	3,891	-248	-6.0%	1,404	-433	-23.6%
Lassonde	1,238	-57	-4.4%	957	-289	-23.2%
Schulich	855	-77	-8.3%	147	-65	-30.7%
Science	766	-110	-12.6%	532	-147	-21.6%
<b>2<sup>nd</sup> Choice Applicants</b>	<b>11,885</b>	<b>-528</b>	<b>-4.3%</b>	<b>3,759</b>	<b>-950</b>	<b>-20.2%</b>
AMPD	1,000	-128	-11.3%	269	-29	-9.7%
Education	230	3	1.3%	24	1	4.3%
EUC	154	9	6.2%	41	-10	-19.6%
Glendon	482	-30	-5.9%	163	-70	-30.0%
Health	2,147	-109	-4.8%	344	-127	-27.0%
LA&PS	4,717	-176	-3.6%	1,463	-439	-23.1%
Lassonde	1,345	-10	-0.7%	735	-125	-14.5%
Schulich	792	34	4.5%	-1.1%	-42	-22.3%
Science	1,018	-121	-10.6%	574	-109	-16.0%

Values in the table above are applicant initiated, direct entry, undergraduate, applicants of York for the comparison periods of Fall 2023 and Fall 2024.



# Preliminary Survey of 2024-25 Enrolment - Ontario Sector (Estimated Registered Headcount)

	<b>Sector Actual November 1, 2021</b>	<b>Sector Actual November 1, 2022</b>	<b>Sector Actual November 1, 2023</b>	<b>Sector Estimated November 1, 2024</b>	<b>Sector % Change from last year</b>	<b>York's % Change from last year</b>
Total Full-Time Undergraduate (Domestic and International)	424,356	425,010	438,353	444,459	+1.4%	-1.2%
Total Full-Time Graduate (Domestic and International)	74,129	74,924	76,815	76,553	-0.3%	-1.6%
Total Full-Time Undergraduate – International	66,707	66,288	69,773	63,623	-8.8%	-17.8%
Total Full-Time Graduate – International	21,530	24,355	27,063	25,393	-6.2%	-18.5%

<sup>6</sup>Note: Sector institutional-level data will be available in March 2025.



# Appendix Complement

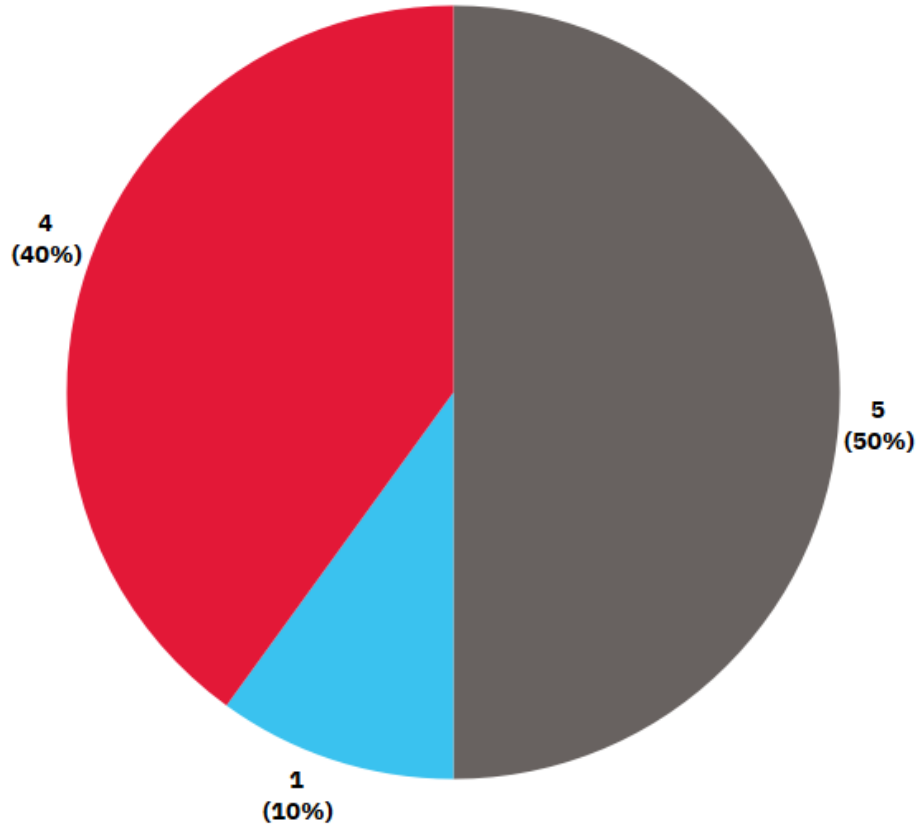




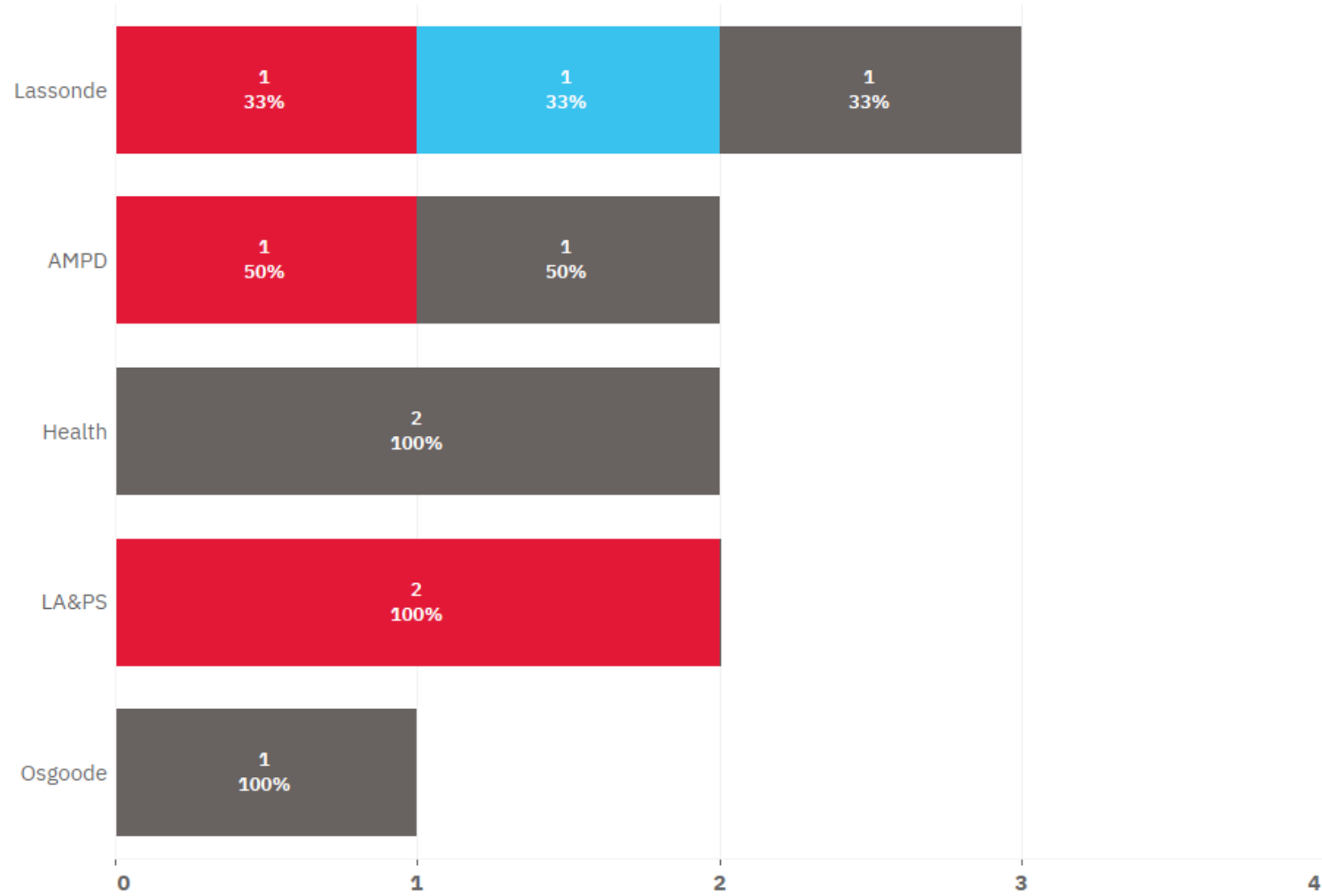
# Connected Minds Tenure Track Appointments 2024-25

## Institutional

Total = 10



## By Faculty



■ Positions Made    ■ In Progress    ■ Failed/Delayed

Note: Four failed/delayed Connected Minds positions are rolled over to 2025-26.  
Source: Office of the P&VPA

November 2024

## Total Tenure Stream Faculty Complement Appointments and Departures (excluding Librarians)

2008 (Base Year)	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2022	2023	2024 (prelim)
1424	1379	1364	1368	1382	1389	1368	1362	1381	1391	1413	1496	1535	1,570	1588	1543

### New Tenure Stream Appointments by Faculty Breakdown

Faculty	New Appts. @ Oct. 1, 2009	New Appts. @ Oct. 1, 2010	New Appts. @ Oct. 1, 2011	New Appts. @ Oct. 1, 2012	New Appts. @ Oct. 1, 2013	New Appts. @ Oct. 1, 2014	New Appts. @ Oct. 1, 2015	New Appts. @ Oct. 1, 2016	New Appts. @ Oct. 1, 2017	New Appts. @ Oct. 1, 2018	New Appts. @ Oct. 1, 2019	New Appts. @ Oct. 1, 2020	New Appts. @ Oct. 1, 2022	New Appts. @ Oct. 1, 2023	New Appts. @ Oct. 1, 2024 (prelim)	Faculty Totals
LA&PS	5	2	12	17	17	10	9	20	20	18	38	34	31	35	8	276
AMPD	1	0	2	4	1	2	1	2	2	2	10	9	4	5	1	46
Education	4	1	1	4	0	1	2	0	1	3	4	4	2	4	0	31
EUC	0	0	0	3	1	1	3	2	0	1	0	20	3	0	0	34
Glendon	2	0	1	2	2	3	5	8	4	4	9	5	0	1	0	46
Health	1	6	5	11	0	3	2	10	9	14	35	8	14	12	4	134
LSE					76	10	7	10	11	11	10	6	17	4	2	164
Osgoode	1	1	4	1	3	2	3	2	4	5	3	2	3	0	2	36
Schulich	1	0	2	1	3	3	4	0	5	5	8	2	0	2	0	36
Science	0	3	10	6	4	3	5	7	6	7	13	10	5	12	5	96
<b>Total:</b>	<b>15</b>	<b>13</b>	<b>37</b>	<b>49</b>	<b>107</b>	<b>38</b>	<b>41</b>	<b>61</b>	<b>62</b>	<b>70</b>	<b>130</b>	<b>100</b>	<b>79</b>	<b>75</b>	<b>22</b>	<b>899</b>

### Departures - by Faculty Breakdown

Faculty	Departures @ Oct. 1, 2009	Departures @ Oct. 1, 2010	Departures @ Oct. 1, 2011	Departures @ Oct. 1, 2012	Departures @ Oct. 1, 2013	Departures @ Oct. 1, 2014	Departures @ Oct. 1, 2015	Departures @ Oct. 1, 2016	Departures @ Oct. 1, 2017	Departures @ Oct. 1, 2018	Departures @ Oct. 1, 2019	Departures @ Oct. 1, 2020	Departures @ Oct. 1, 2022	Departures @ Oct. 1, 2023	Departures @ Oct. 1, 2024 (prelim)	Faculty Totals
LA&PS	24	11	16	16	15	25	17	12	15	22	18	40	20	25	23	299
AMPD	6	3	0	4	5	4	5	6	7	2	4	3	8	3	12	72
Education	0	0	1	5	0	3	2	2	2	2	3	1	3	2	5	31
EUC	3	1	3	0	2	3	0	2	0	2	2	0	4	0	1	23
Glendon	8	1	2	1	4	5	3	4	3	2	3	0	7	4	4	51
Health	8	6	3	2	1	6	5	6	6	6	5	4	4	10	9	81
LSE						1	2	3	7	2	1	2	2	2	3	25
Osgoode	2	2	1	0	4	2	2	3	5	3	0	2	2	2	1	31
Schulich	2	1	1	4	0	5	2	2	5	4	4	4	0	4	3	41
Science	7	3	6	3	69	5	9	2	2	3	7	5	3	5	6	135
<b>Total:</b>	<b>60</b>	<b>28</b>	<b>33</b>	<b>35</b>	<b>100</b>	<b>59</b>	<b>47</b>	<b>42</b>	<b>52</b>	<b>48</b>	<b>47</b>	<b>61</b>	<b>53</b>	<b>57</b>	<b>67</b>	<b>789</b>

## Ratio: Undergraduate FTE / Tenure Stream FTE

	YEAR										
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AMPD	30.45	27.8	27.13	29.98	27.05	26.97	25.07	23.04	24.06	26.02	28.32
Education	22.66	25.48	15.87	23.99	29.9	34.4	34.5	32.18	33.92	35.47	34.28
Environmental and Urban Change	13.3	13.69	11.51	10.58	11.61	10.92	11.98	12.84	11.01	10.01	10.98
Glendon	25.21	26.11	26.15	24.2	22.76	21.65	19.2	18.84	16.18	14.85	15.18
Health	43.25	42.74	44.1	42.9	41.52	39.24	34.33	34.48	34.13	32.4	32.29
LAPS	38.16	36.62	36.27	35.08	35.78	34.73	36.88	38.16	34.69	31.7	31.28
Lassonde	10.81	10.36	12.53	13.62	16.98	19.03	20.5	22.09	21.64	19.4	20.32
Osgoode	18.18	18.66	18.24	18.21	19.08	18.77	17.08	17.92	18.16	17.95	18.29
Schulich	14.33	14.94	14.8	14.84	15.51	16.4	15.64	16.68	16.02	15.71	16.64
Science	37.77	39.43	41.3	41.9	43.75	43.81	46.15	48.29	44.44	39.79	41.04
Total	32.43	31.73	31.43	31.26	31.88	31.4	31.6	31.93	30.13	28.23	28.61

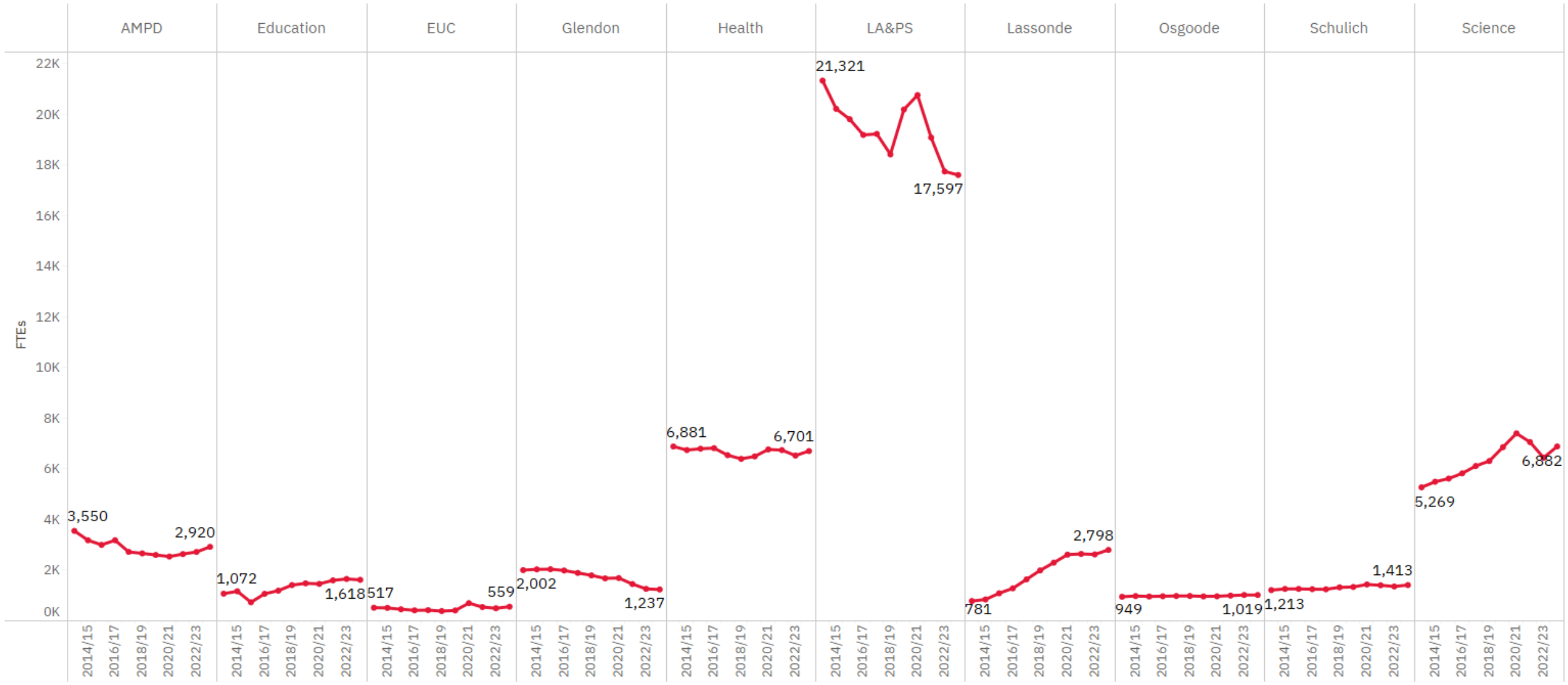
## Ratio: Total (Undergraduate + Graduate) FTE / Tenure Stream FTE

	YEAR										
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AMPD	33.67	30.63	30	32.97	30.27	30.35	28.15	25.96	26.72	28.6	30.75
Education	26.66	29.82	20.1	28.58	35.77	40.27	39.86	36.85	38.22	40.05	38.66
Environmental and Urban Change	21.06	22.09	19.42	18.19	19.21	18.73	18.87	17.72	15.8	14.58	14.88
Glendon	27.02	28.04	27.7	25.58	24.13	22.93	20.21	20.09	17.24	16.06	16.43
Health	46.46	46.01	47.54	46.08	44.7	42.41	36.97	37.01	36.74	35.16	34.86
LAPS	40.65	39.11	38.89	37.6	38.42	37.56	39.59	40.89	37.55	34.47	33.97
Lassonde	12.87	12.46	14.6	15.71	19.44	21.84	23.68	25.33	25.11	22.68	23.61
Osgoode	22.58	24.07	23.6	24.24	25.01	24.77	23.41	25.82	25.34	24.58	26.7
Schulich	24.56	25.81	25.26	25.7	27.16	28.11	27.8	28.87	28.16	26.91	29.2
Science	40.41	42.03	44.12	44.57	46.39	46.42	48.67	50.71	47.11	42.12	43.3
Total	35.79	35.17	34.9	34.69	35.44	35.08	35.15	35.46	33.69	31.65	32.06



## Undergraduate Responsible FTEs breakdown by Faculty, 2013-14 to 2023-24

### Undergraduate Responsible FTEs



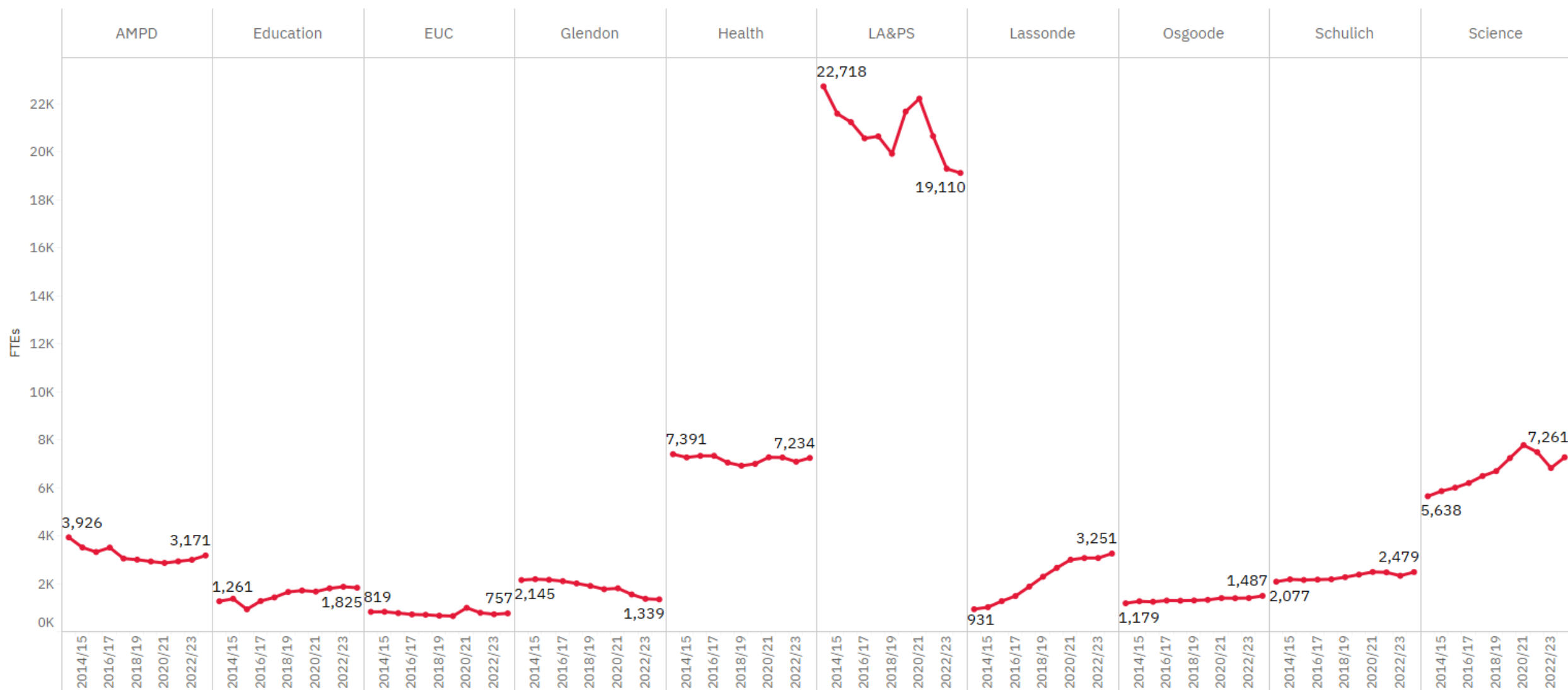
Source: OIPA MCU Enrolment Reporting





# Total Responsible FTEs breakdown by Faculty, 2013-14 to 2023-24

## Total (UG+G) Responsible FTEs

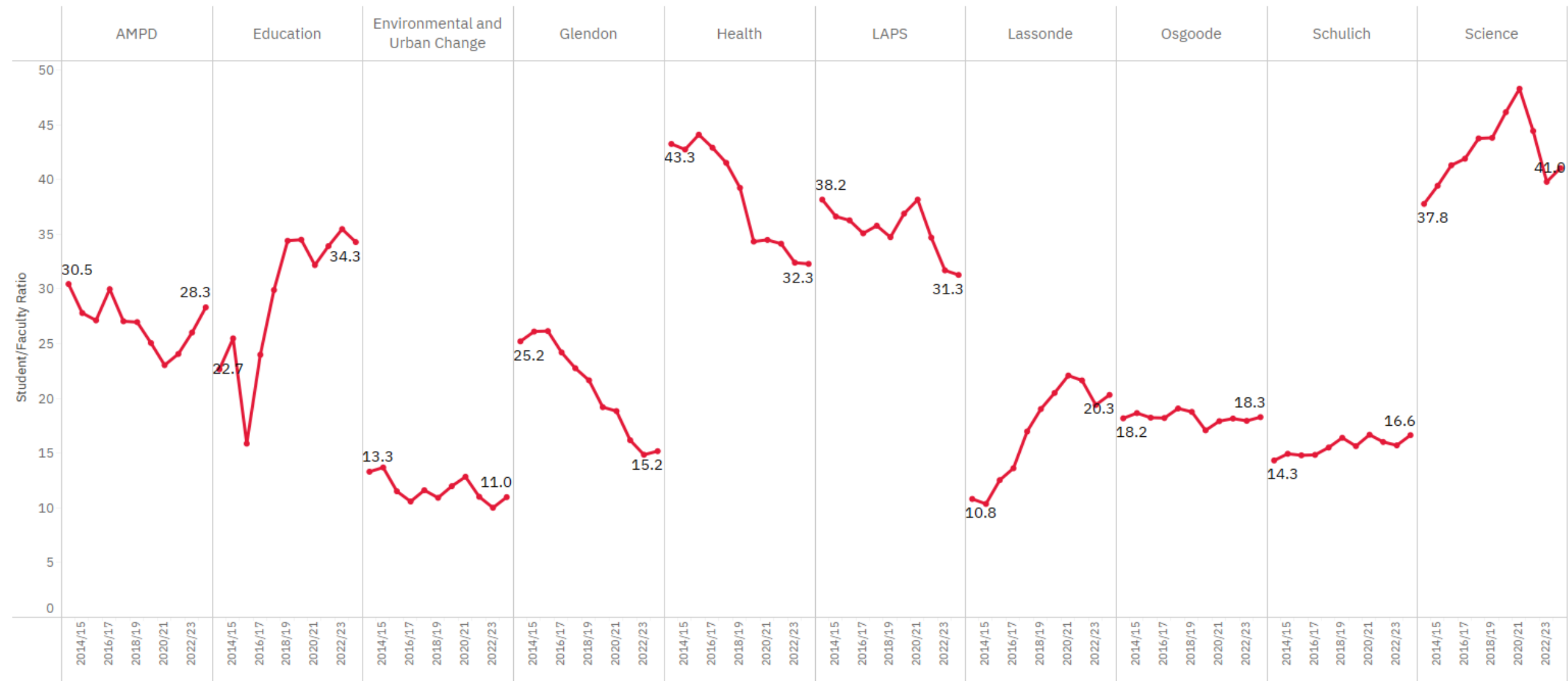


Source: OIPA MCU Enrolment Reporting



## Student/Faculty Ratio (UG FTE/Tenure Stream FTE) by Faculty, 2013-14 to 2023-24

### Student/Faculty Ratio (UG FTE/TS FTE) by Faculty

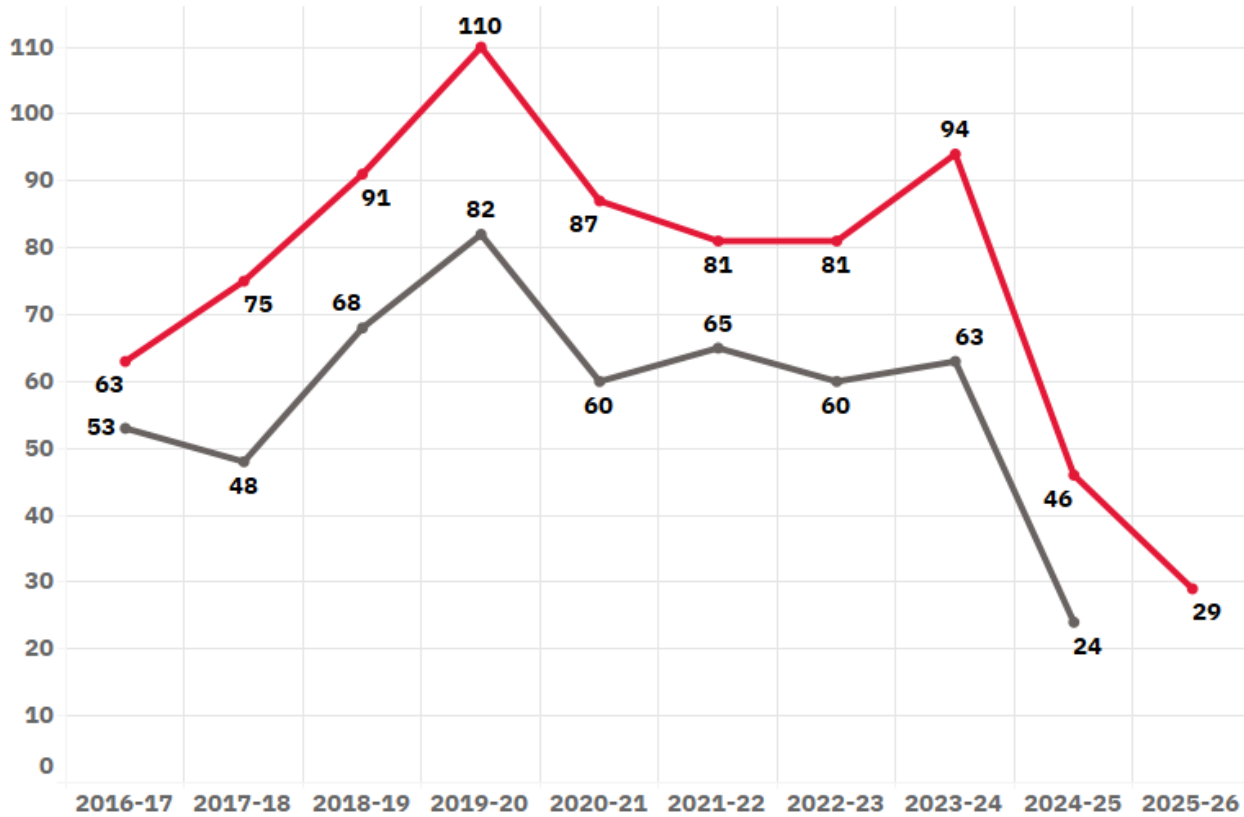


Source: Office of the P&VPA

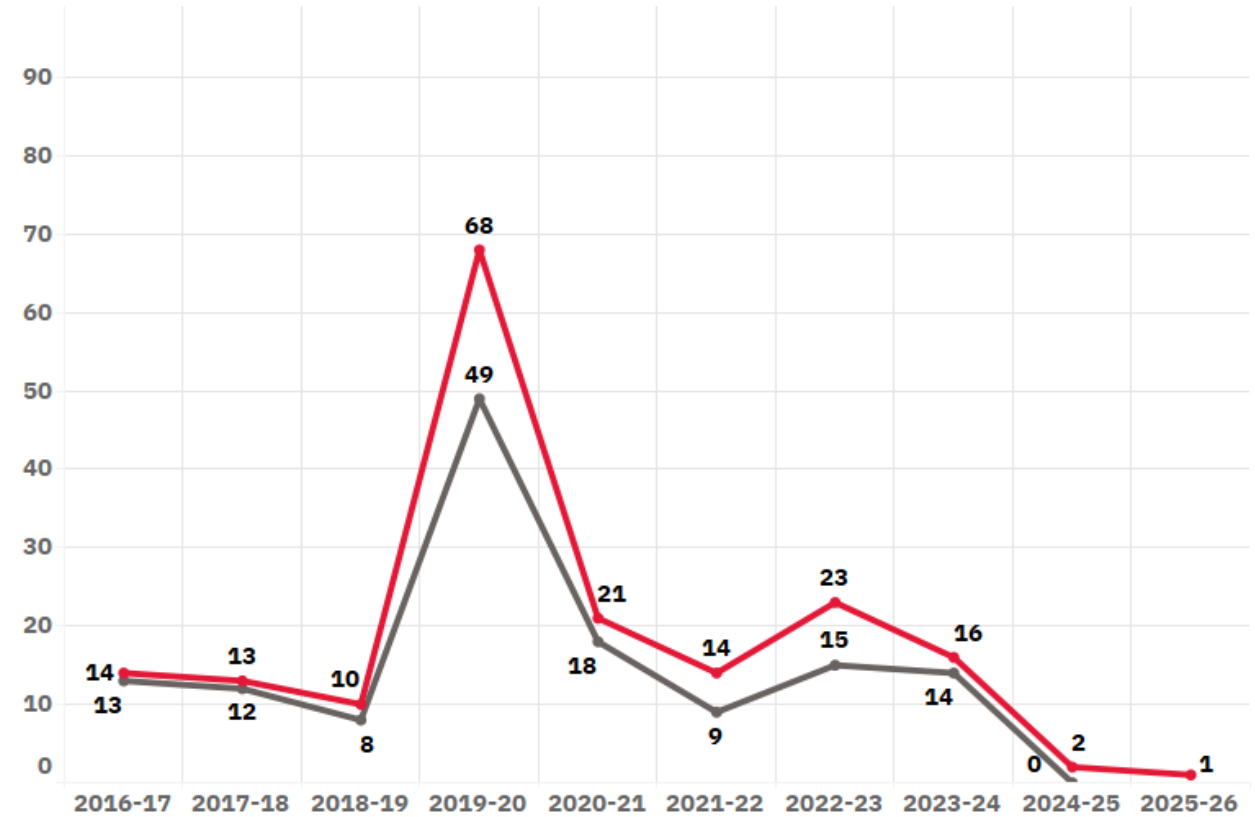
# Annual Tenure Track Appointments Authorized vs Made

## 10 Year Trend

**Institutional**  
Trend - **Professorial Stream Appointments:**  
Authorized vs Made



**Institutional**  
Trend - **Teaching Stream Appointments:**  
Authorized vs Made



■ Professorial - Authorized  
■ Professorial - Made

Prelim.   Planned

■ Teaching - Authorized  
■ Teaching - Made

Prelim.   Planned

Note: There are two 2024-25 positions in progress (CRC T2 VAAH, AMPD and a CRC T2 EECS, Lassonde).

Source: Office of the P&VPA

November 2024  
76





## Complement: Details on 2024-25 Tenure Track Appointments Made to Date (As of Oct. 1, 2024)

FACULTY	Tenure Track (professorial) Authorized for 2024-25	Tenure Track (teaching) Authorized for 2024-25	Total Authorized 2024-25	Total 2024-25 Appointments Made to Date	Total Professorial Stream Appointments Made to Date	Total Teaching Stream Appointments Made to Date	Total 2024-25 Appointments In Progress	Total 2024-25 Appointments Failed/Cancelled/Delayed
AMPD	3	0	3	1	1	0	1	1
Education	3	0	3	0	0	0	0	3
EUC	0	0	0	0	0	0	0	0
Glendon	0	0	0	0	0	0	0	0
Health	8	1	9	4	4	0	0	5
LA&PS	11	0	11	8	8	0	0	3
Libraries	3	0	3	2	2	0	0	1
Lassonde	10	0	10	2	2	0	1	7
Osgoode	4	0	4	2	2	0	0	2
Schulich	0	0	0	0	0	0	0	0
Science	5	0	5	5	5	0	0	0
TOTALS	47	1	48	24	24	0	2	22

Source: Office of the P&VPA

Note: Of the 22 Failed/Cancelled/Delayed appointments, 13 have been rolled over to hire in 2025-26

November 2024

## 2024-25 Tenure Track Appointments Made to Date (Oct. 1 2024): Immigration and Equity Status

FACULTY	APPTS MADE (to date)	MEN	WOMEN*	CANADIAN	INTERNATIONAL	RACIALIZED GROUPS*	PERSONS WITH A DISABILITY*	INDIGENOUS*	2SLGBTQ+*
AMPD	1	-	1	-	1	-	-	-	-
Education	0	-	-	-	-	-	-	-	-
EUC	0	-	-	-	-	-	-	-	-
Glendon	0	-	-	-	-	-	-	-	-
Health	4	1	3	3	1	-	-	-	-
LA&PS	8	2	6	6	2	4	-	-	2
Libraries	2	1	1	1	1	-	-	-	-
Lassonde	2	1	1	2	-	2	-	-	-
Osgoode	2	2	-	2	-	2	-	-	-
Schulich	0	-	-	-	-	-	-	-	-
Science	5	2	3	3	2	3	-	-	-
<b>TOTAL</b>	<b>24</b>	<b>9</b>	<b>15</b>	<b>17</b>	<b>7</b>	<b>13</b>	<b>3</b>	<b>2</b>	<b>3</b>

Note. \*Equity statistics are based on self-identification in the hiring process; self-identification may be in more than one category. Not all intersectional self-identifications are broken out for confidentiality reasons.

Source: Office of the P&VPA

November 2024



## Trends 2010-11 to 2024-25: Tenure Track Appointments Made to Date (Oct. 1, 2024): Gender Breakdown

APPT. YEAR	MEN		WOMEN		TOTAL APPTS.
	Count	Percentage	Count	Percentage	
2010-11	5	35.7%	9	64.3%	14
2011-12	26	65%	14	35%	40
2012-13	26	47%	29	53%	55
2013-14	23	64%	13	36%	36
2014-15	22	51%	21	49%	43
2015-16	16	35.7%	26	64.3%	42
2016-17	45	67%	22	33%	67
2017-18	30	50%	30	50%	60
2018-19	32	42%	44	58%	76
2019-20	57	44%	74	56%	131
2020-21	29	37%	49	63%	78
2021-22	28	37.8%	45	61%	74
2022-23	37	49.3%	38	50.7%	75
2023-24	36	46.7%	39	50.6%	77
2024-25	9	37.5%	15	62.5%	24
<b>TOTAL</b>	<b>421</b>	<b>47.2%</b>	<b>468</b>	<b>52%</b>	<b>891</b>

**Note:** One 2021-22 appointee and two 2023-24 appointees identify as non-binary gender.



## Trends 2010-11 to 2024-25: Tenure Track Appointments Made to Date (Oct. 1, 2024): Immigration and Equity Status

APPT. YEAR	CANADIAN		INTERNA-TIONAL		RACIALIZED GROUPS*		PERSONS WITH A DISABILITY*		INDIGENOUS*		2SLGBTQ+*		TOTAL APPTS
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
2010-11	13	92.9%	1	7.1%	4	28.6%	0	0%	0	0%			14
2011-12	34	85%	6	15%	12	30%	2	5%	1	2.5%			40
2012-13	44	80%	11	20%	14	25.4%	0	0%	1	1.8%			55
2013-14	33	91.7%	3	8.3%	12	33%	3	8%	0	0%			36
2014-15	36	83.7%	7	16.3%	4	9.3%	0	0%	2	4.6%			43
2015-16	37	88.1%	5	11.9%	9	21.4%	1	2.4%	0	0%			42
2016-17	60	89.6%	7	10.4%	17	25.4%	2	3%	2	3%			67
2017-18	55	91.7%	5	8.3%	13	21.6%	3	5%	3	5%			60
2018-19	69	90.8%	7	9.2%	23	30.2%	6	8%	2	3%			76
2019-20	113	86.3%	18	13.7%	41	31.5%	9	7%	7	5.4%			131
2020-21	66	84.6%	12	15.4%	33	42.3%	4	5%	2	2.5%			78
2021-22	59	79.7%	15	20.3%	41	55.4%	10	13.5%	5	6.7%			74
2022-23	55	73%	20	27%	37	49%	6	8%	3	4%			75
2023-24	64	83%	13	17%	36	48%	2	2.6%	3	3.9%	15	19.4%	77
2024-25	17	70.8%	7	29.2%	13	54.2%	3	12.5%	2	8.3%	3	12.5%	24
<b>TOTAL</b>	<b>755</b>	<b>85%</b>	<b>130</b>	<b>15%</b>	<b>309</b>	<b>34%</b>	<b>51</b>	<b>5.7%</b>	<b>33</b>	<b>3.7%</b>	<b>18</b>	<b>2%</b>	<b>892</b>

\*Equity statistics are based on self-identification in the hiring process, self identification may be in more than one category.



## 2024-25 New Contractually Limited Appointments Made to date (Oct. 1, 2024): Immigration and Equity Status

FACULTY	NEW APPTS MADE	CANADIAN	INTERNATIONAL	MEN	WOMEN*	RACIALIZED GROUPS*	PERSONS WITH A DISABILITY*	INDIGENOUS*	2SLGBTQ+*
AMPD	2	2	-	1	1	-	-	-	-
Education	-	-	-	-	-	-	-	-	-
EUC	-	-	-	-	-	-	-	-	-
Glendon	-	-	-	-	-	-	-	-	-
Health	7	7	-	1	6	2	-	-	-
LA&PS	-	-	-	-	-	-	-	-	-
Libraries	-	-	-	-	-	-	-	-	-
Lassonde	4	4	-	1	3	4	-	-	-
Osgoode	-	-	-	-	-	-	-	-	-
Schulich	-	-	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>13</b>	<b>13</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>2</b>

\*Equity statistics are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications could be broken out for confidentiality reasons.

## Trends 2010-11 To 2024-25: New Contractually Limited Appointments: Gender Breakdown

APPT. YEAR	MEN		WOMEN		TOTAL APPTS.
2010-11	18	51.4%	17	48.6%	35
2011-12	8	38.1%	13	61.9%	21
2012-13	16	35%	30	65%	46
2013-14	9	36%	16	64%	25
2014-15	13	36%	23	64%	36
2015-16	6	50%	6	50%	12
2016-17	6	35.3%	11	64.7%	17
2017-18	7	35%	13	65%	20
2018-19	8	47%	9	53%	17
2019-20	6	55%	5	45%	11
2020-21	1	25%	3	75%	4
2021-22	6	40%	9	60%	15
2022-23	8	53%	7	47%	15
2023-24	2	15%	11	85%	13
2024-25	3	23%	10	77%	13
<b>TOTAL</b>	<b>117</b>	<b>39%</b>	<b>183</b>	<b>61%</b>	<b>300</b>

Source: Office of the P&VPA

November 2024



## Trends 2014-15 to 2024-25: Equity Status

APPT. YEAR		WOMEN*		RACIALIZED GROUPS*		PERSONS WITH A DISABILITY*		INDIGENOUS*		TOTAL APPTS
2014-15	TS	21	49%	4	9.3%	0	0%	2	4.6%	43
	CLA	23	64%	9	25%	3	8.3%	1	2.7%	36
2015-16	TS	26	61.9%	9	21.4%	1	2.4%	0	0%	42
	CLA	6	50%	5	41.6%	0	0%	0	0%	12
2016-17	TS	22	33%	17	25.4%	2	3%	2	3%	67
	CLA	11	64.7%	7	41%	1	6%	1	6%	17
2017-18	TS	30	50%	13	21.6%	3	5%	3	5%	60
	CLA	13	65%	8	40%	1	5%	0	0%	20
2018-19	TS	44	58%	23	30%	6	8%	2	2.6%	76
	CLA	9	53%	6	35%	0	0%	0	0%	17
2019-20	TS	74	56%	41	31.5%	9	6.9%	7	5.3%	131
	CLA	5	45%	4	36%	0	0%	0	0%	11
2020-21	TS	49	63%	34	44%	4	5%	2	3%	78
	CLA	3	75%	0	0%	1	25%	0	0%	4
2021-22	TS	45	61%	41	55.4%	10	13.5%	5	6.7%	74
	CLA	9	60%	6	40%	2	13%	0	0%	15
2022-23	TS	38	51%	36	48%	6	8%	3	4%	75
	CLA	7	47%	8	53%	4	27%	0	0%	15
2023-24	TS	39	51%	36	47%	2	2.6%	3	3.9%	77
	CLA	11	85%	6	46%	1	7.7%	0	0%	13
2024-25	TS	15	63%	13	54%	3	13%	2	8%	24
	CLA	10	77%	7	53%	2	15%	0	0%	13
TOTALS	TS	403	54%	267	36%	46	6.1%	28	3.7%	747
	CLA	107	62%	66	38%	13	7.5%	2	1.1%	173



## Complement: Breakdown of 2025-26 Authorized Tenure Track Appointments To Date (As of Oct. 1, 2024)

<b>FACULTY</b>	<b>Authorized - Other (Professorial)</b>	<b>Authorized - Indigenous (Professorial)</b>	<b>Authorized - Women (Professorial)</b>	<b>Authorized - Canada Research Chairs (Professorial)</b>	<b>Authorized - Canada Research Chairs/Indigenous (Professorial)</b>	<b>Total Authorized - Professorial Stream</b>	<b>Authorized - Teaching Stream</b>	<b>Total Authorized - Teaching Stream</b>	<b>Overall Total Authorized (to date)</b>
<b>AMPD</b>	<b>1</b>	-	-	-	-	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Education</b>	<b>0</b>	-	-	-	-	<b>0</b>	-	<b>0</b>	<b>0</b>
<b>EUC</b>	<b>0</b>	-	-	-	-	<b>0</b>	-	<b>0</b>	<b>0</b>
<b>Glendon</b>	<b>2</b>	-	-	-	-	<b>2</b>	-	<b>0</b>	<b>2</b>
<b>Health</b>	<b>3</b>	<b>1</b>	-	<b>1</b>	<b>1</b>	<b>6</b>	-	<b>0</b>	<b>6</b>
<b>LA&amp;PS</b>	<b>5</b>	<b>1</b>	-	-	-	<b>6</b>	-	<b>0</b>	<b>6</b>
<b>Libraries</b>	<b>2</b>	-	-	-	-	<b>2</b>	-	<b>0</b>	<b>2</b>
<b>Lassonde</b>	<b>1</b>	-	<b>5</b>	-	-	<b>6</b>	-	<b>0</b>	<b>6</b>
<b>Osgoode</b>	<b>3</b>	-	-	<b>1</b>	-	<b>4</b>	-	<b>0</b>	<b>4</b>
<b>Schulich</b>	<b>1</b>	-	-	-	-	<b>1</b>	-	<b>0</b>	<b>1</b>
<b>Science</b>	<b>0</b>	-	-	<b>1</b>	-	<b>1</b>	-	<b>0</b>	<b>1</b>
<b>TOTAL</b>	<b>18</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>29</b>	<b>1</b>	<b>1</b>	<b>30</b>



*Institutional partner  
Partenaire institutionnel*



**Connected Minds:**  
Neural and machine systems  
for a healthy, just society

**Esprits Branchés :** Systèmes  
neuronaux et systèmes  
machines au service d'une  
société saine et juste

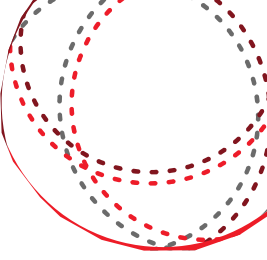


**CANADA  
FIRST**  
RESEARCH  
EXCELLENCE  
FUND

**APOGÉE  
CANADA**  
FONDS  
D'EXCELLENCE  
EN RECHERCHE



# New technologies are creating a 'techno-social collective'



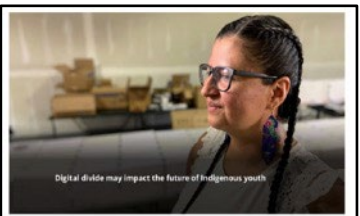
Changing the way we communicate with each other



Introducing artificial agents to our social networks



Opening the possibility to direct brain-machine interfaces



Sometimes producing unintended or negative effects, especially for vulnerable communities

# The Challenge



- Siloed research
- Lack of diversity
- Reactive research



# The *Connected Minds* Program:

- Pioneering research program led by York University in partnership with Queen's University.
- Supported by a \$105 million grant from the Canada First Research Excellence Fund (CFREF) as part of a larger institutional investment totaling \$318 million.
- With 50+ secured partners from diverse sectors, our mission is to create a healthier, more just society through interdisciplinary collaboration and innovation.

# Our Research Goals:



Understand the interplay of humans and intelligent tech



Predict how new tech will change/disrupt society



Apply predictions to drive better tech R&D

# Meet the Connected Minds Directorate



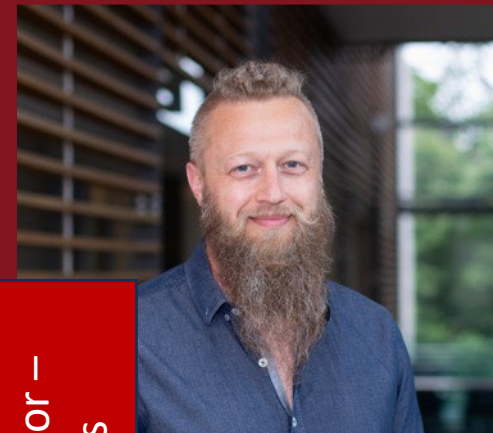
Scientific Director -  
York

**Pina D'Agostino**  
YRC in IP, AI and  
Emerging  
Technologies



Vice Director - York

**Shayna Rosenbaum**  
YRC in Cognitive  
Neuroscience of  
Memory



Vice Director -  
Queen's

**Gunnar Blohm**  
Professor in  
Computational  
Neuroscience



Associate Director -  
York

**Sean Hillier**  
YRC in Indigenous  
Health Policy &  
One Health



# Connected Minds Operations Committee Leads



Equity Diversity  
and Inclusion  
Vince DePaul  
Queen's



Research  
Kohitij Kar  
York



Partnerships  
Laura Levin  
York



Training  
Susan Boehnke  
Queen's

Innovation and  
Commercialization  
Murat Kristal  
York



Knowledge Mobilization  
Ian Stedman  
York



Facilities and Infrastructure  
James Elder  
York



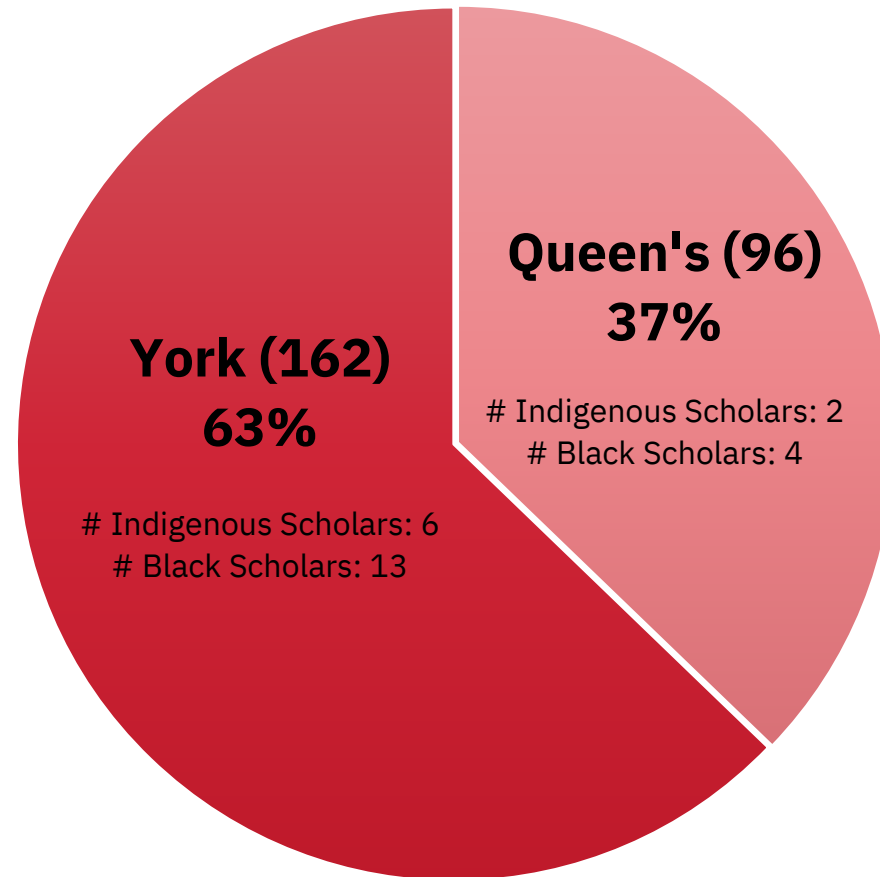
Performance Monitoring  
Catherine Donnelly  
Queen's



# Connected Minds Membership Composition

Total Registered Members: 258

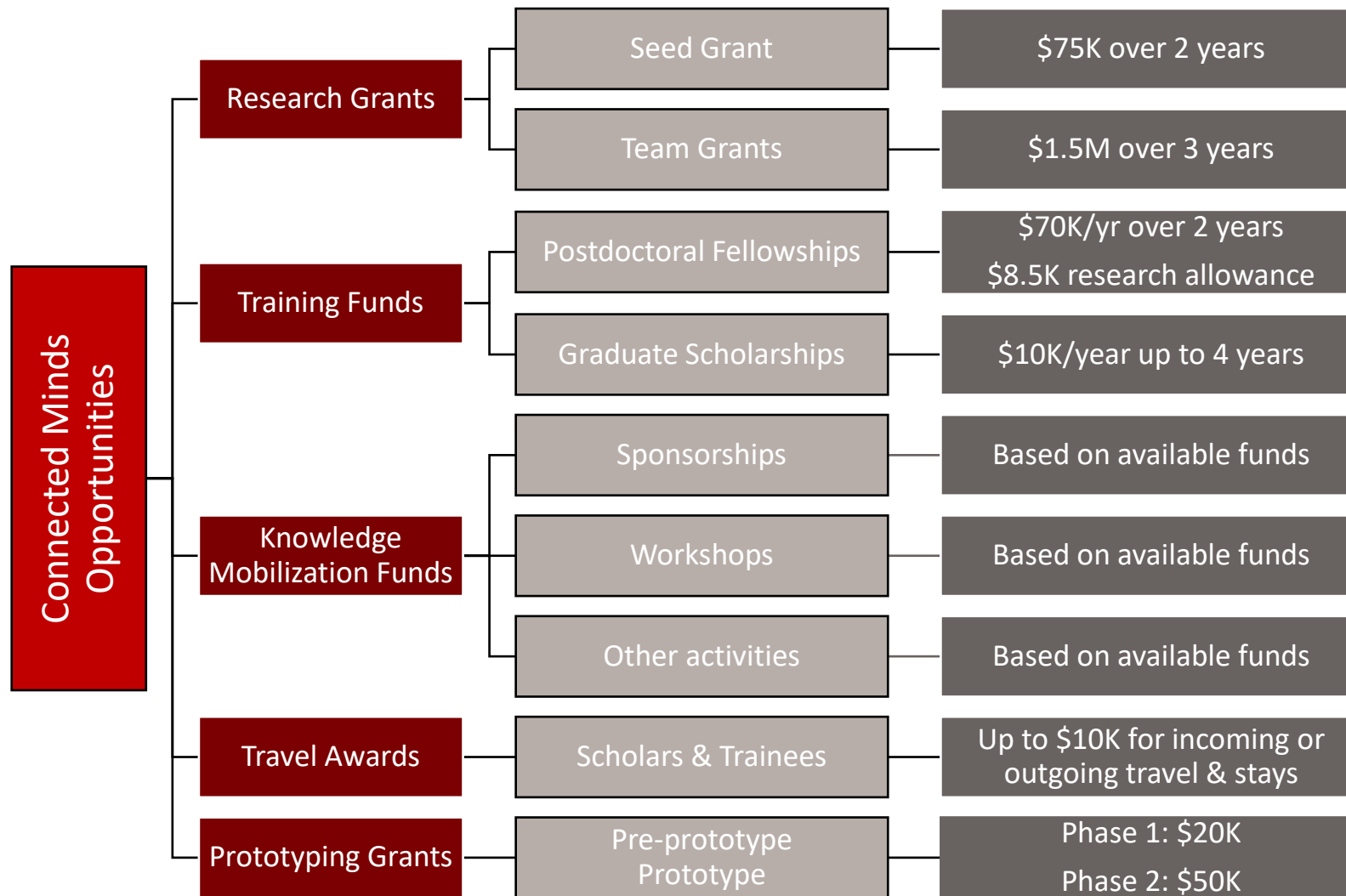
Lassonde	40
Health	38
LA&PS	30
AMPD	23
Science	12
Glendon	6
Education	4
Environmental and Urban Change	3
Osgoode	3
Schulich	2
Library	1



Health Sciences	38
Arts and Science	33
Engineering and Applied Science	22
Education	1
Law	1
Smith School of Business	1



# Connected Minds Opportunities



Equity Diversity & Inclusion baked into every opportunity!

# Wrapping our first year! We have funded:



PhD Scholarships: 10

Postdoctoral Fellowships: 16

Seed grants: 6

Knowledge Mobilization Activities: 4

# Inaugural PhD Cohort



Examining covert vs overt speech in those with speech disabilities using EEG  
- Sonja Bonar, Supervised by Claire Davies



Using neurotechnology and AR/VR to improve medical simulation  
• Erika Johannessen- Supervised by Paul Hungler



Socially responsible goal of making low-cost prosthetics for use in war torn countries  
- Bryan Joel Rivera Calague, Supervised by Pouya Amiri



AI bias in biomedical imaging  
- Rohan Faiyaz Khan, Supervised by Catherine Stinson



Combining XR to gamify Qigong for healing and study it with neurophys as a therapy  
- Horan Chang, Supervised By Patricio Davlia



Evaluate the adequacy of existing ethical, privacy, and IP legal frameworks in addressing emerging neurotechnologies  
- Shadi Nasser, Supervised by Pina D'Agostino



Development of advanced methods (fMRI, MRS) to examine effects of TMS  
• Remy Cohan Supervised by Jennifer Steeves



Enhance the social interactions and health conditions of people with CP through the application of neuronal data science  
- Elham Reyhanianmotehaver Supervised By Claire Davies

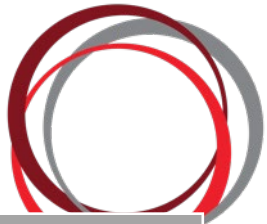


To create neuro-based controllers for neuroprosthetics  
- Kaitlyn Hoesterey, Supervised by Gunnar Blohm



Connecting minds through AI for understanding familial trauma through an art installation  
• Shabnam Sukhdev, Supervised by Mary Bunch

# Inaugural Post Doctoral Fellow Cohort 1/2



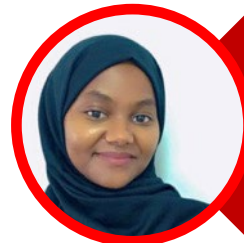
Canadian Implementation of the OECD  
Recommendation on Responsible Innovation in  
Neurotechnology  
- Jonathan Coutinho, Supervised by Susan Boehnke



Hybrid FES-Exoskeleton Therapy for Prolonged  
Upper Limb Rehabilitation After Stroke  
- Ehsan Jafari Supervised by Pouya Amiri



Visions of Tomorrow: Exploring Fiestas, Data  
Visualization, and VR in Shaping Colombia's Post-  
Conflict Future  
- Alex de las Heras, Supervised by Laura Levin



Pave the path toward AI fairness in medical  
imaging through AI interpretability  
• Salamata Konate Supervised by Laleh Seyyed-Kalantri



Explainability and Sustainability Analysis of Large  
Language Models for Health-Related Social Media  
Data  
- Andrew Fisher, Supervised by Vijay Mago



Curvature Coding in Biological and  
Artificial Neural Circuits  
- Jacob Morra, Supervised by James Elder



Regulating AI-Enabled Digital Technologies in  
Healthcare: Exploring Approach(es) for Inclusivity  
and Fairness  
• Sileshi Hirko Supervised by Teshager Dagne



Designing and developing an accessible  
visualization for people with dementia  
- Somang Nam, Supervised by Shital Desai



# Inaugural Post Doctoral Fellow Cohort 2/2



Monitoring the activity of the same neurons over the time scale of learning in the primate brain  
-Sujaya Neupane Supervised by Johanathan Michaels



Generative AI for Good: Mapping and Influencing Emergent Platform Policies for AI Content  
- Caitlin J. Reynolds, Supervised by Robert Gehl



Understanding the social networks of older adults living in the naturally occurring retirement communities  
•-Reshma Nuri Supervised by Catherine Donnelly



Moral and Legal Perspectives on Algorithmic Discrimination  
- Anthony Sangiuliano, Supervised by Regina Rini



Integration of allocentric and egocentric visual information for reach: A deep neural network model  
• Kathrin Pabst Supervised by John Douglas Crawford



Elder AI: Indigenous AI for Healthcare and Knowledge Preservation  
-Michael Sherbert, Supervised by Tracy Trothen



Designing and developing an accessible visualization for people with dementia  
-Lina Pinto-García, Supervised by Denielle Elliott



Explainable models for human-robot navigation  
• Kexin Tang Supervised by James Elder



# Inaugural Seed Grants 1/2



## **Towards Socially-Responsible 'Transfer Learning': Connecting Artists, Engineers, Neuroscientists and their Partners Through Interdisciplinary Knowledge Mobilization.**

Principal Investigator: Rebecca Caines, York University

- Collaborator(s)/Partners(s): Carolyn King, Moccasin Identifier Project, Mississaugas of the Credit First Nation



## **The Intergenerational Healing Power of nêhiyawêwin (the Cree language)**

- Principal Investigator: Joseph DeSouza, York University,

- Collaborator(s)/Partners(s): Dionne Gesink, University of Toronto



## **Bridging Mobility Gaps: Co-designing Culturally Appropriate Mobility AI-Powered Wearable Tool for Black, Indigenous, and People of Color (BIPOC) older adults**

- Principal Investigator: Michael Kalu, York University

- Collaborator(s)/Partners(s): Michelle Westin, Black Creek Community Health Center, Caroline Santos, Indigenous Friends Association



# Inaugural Seed Grants 1/2



## Exo-sensory augmentation as a new framework to reduce musculoskeletal injury risk in clinical settings

- Principal Investigator: Qingguo Li, Queen's University
- Collaborator(s)/Partners(s): Sunnybrook Health Sciences Centre



## Meta-Physical Theatre: Designing 'Physical' Interactions in 'Virtual' Reality Live Performances using Robotics and Smart Textile

- Principal Investigator: Matthew Pan, Queen's University,
- Collaborator(s)/Partners(s): Adrienne Wong, SpiderWebShow



## Increasing African, Caribbean and Black Donor Representation in the Canadian Bone Marrow Stem Cell Registry through Community Engagement and Co-creation of Tissue Engineered Bone Marrow to Mitigate Critical Stem Cell Transplant Shortages

- Principal Investigator: Terry Sachlos, York University,
- Collaborator(s)/Partners(s): Stem Cell Club, Canadian Blood Service



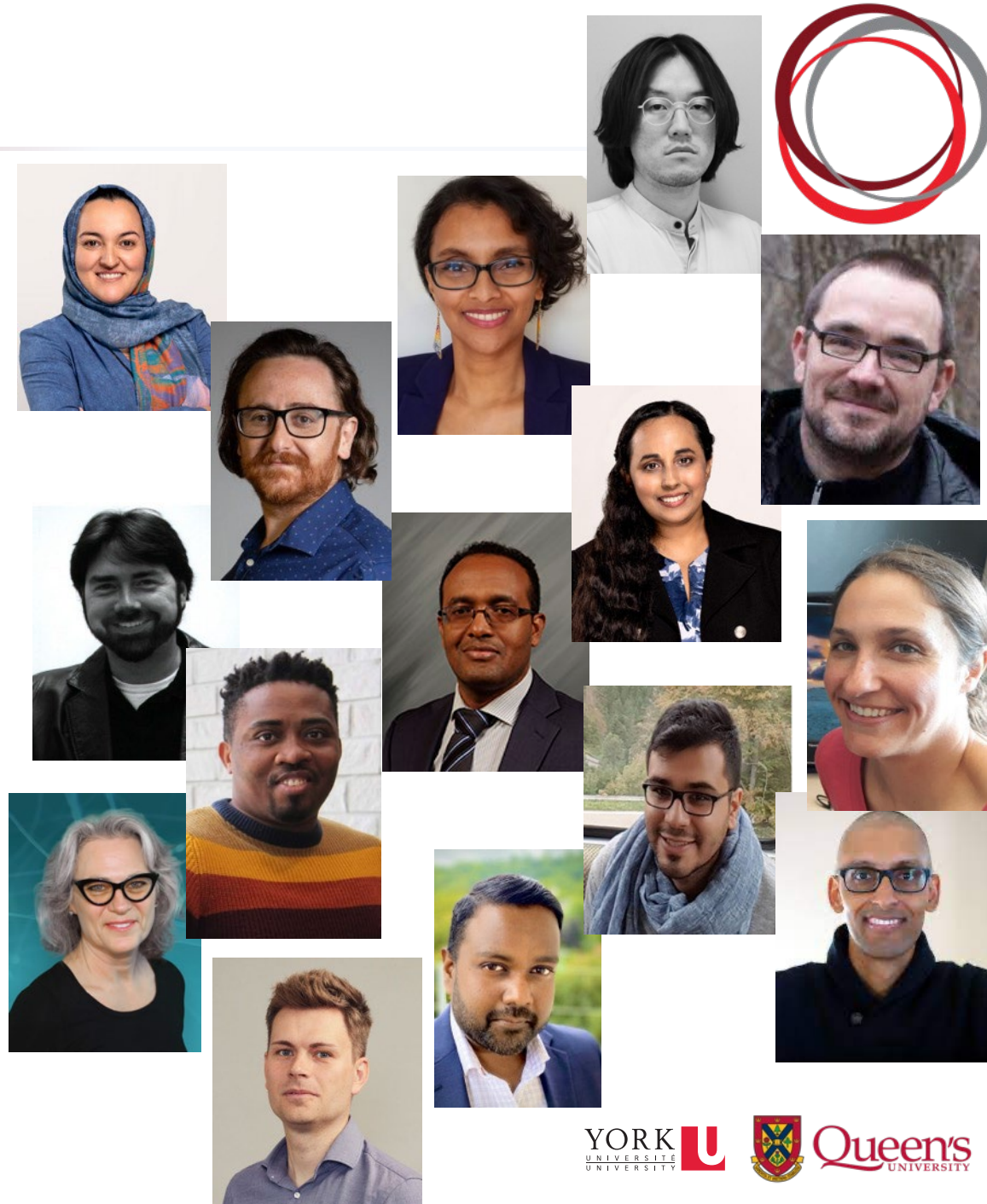
# Onboarded 15/35 new Research Enhanced Hires

## Queen's (4)

- **Susan, Boehnke** - Department of Biomedical and Molecular Sciences- NHP neuroscientist / Micro-credential Development Specialist
- **Effie J. Pereira** - Department of Psychology, Cognitive neuroscience / AI
- **Pouya Amiri**, School of Kinesiology and Health Studies
- **Emily Oby**, Department of Biomedical & Molecular Sciences – CRC2 – NHP Neuroscience

## York (11)

- **Achala H. Rodrigo**, Health, Department of Psychology, - Clinical Neuroscience and Neuropsychology
- **Fabio Montanari** AMPD, Department of Cinema & Media Arts. - Screenwriting and Transmedia Storytelling
- **Sihwa Park**, AMPD, Department of Computational Arts - AI & Computational Arts
- **Rob Gehl**, Department of Communication & Media Studies, LA&PS
- **Teshager Dagne**, School of Public Policy & Administration, LA&PS
- **Sana Maqsood**, EECS of the Lassonde School of Engineering
- **Laleh Seyyed- Kalantari**, EECS of the Lassonde School of Engineering
- **Jarek Szlichta**, EECS of the Lassonde School of Engineering
- **Kean Birch**, Science & Technology Studies, Faculty of Science
- **Michael Kalu**, Kinesiology, Faculty of Health
- **Sachil Singh**, Kinesiology, Faculty of Health







# Partnerships

# Indigenous Organization Partners and Collaborators



**Indigenous  
Innovation  
Initiative**



**Nokiiwin**  
**TRIBAL COUNCIL**



**FNIGC | CGIPN**  
First Nations Information Governance Centre  
Le Centre de gouvernance de l'information des Premières Nations



**Indigenous  
Friends  
Association**



# Private Sector Partners and Collaborators



Bereskin  
& Parr

Distributive

kinArm™

NORTON ROSE FULBRIGHT



OWN  
INNOVATION

CNDG  
CHANT NEWALL DEVELOPMENT GROUP LLC

esri  
Canada

PTT

Dynamiris

# Academic and Research Hospital Partners and Collaborators



# Public and Philanthropic Sector Partners and Collaborators





# Connected Minds

## Artist-in-Residence Program

- Hosted in collaboration with Sensorium: Centre for Digital Art and Technology at York University
- Focus on artistic research addressing the social impact of emerging technologies
- Supports equity-deserving groups using non-traditional forms of knowledge creation
- Opportunity for workshops, talks, and research-creation experiments
- Residency Duration: 6 months to 1 year
- Stipend: 60,000(1year) or 30,000 (6 months) plus research budget





# KM Highlights!

- Canadian Law and Neuroscience event: May 2023
- Responsible Language Models workshop: January 2024
- Undergraduate Conference on Artificial Intelligence: March 2024
- Annual CM Research Retreat Feb 2024
- Annual Conference: Bracing for Impact with Connected Minds March 2024





# Team Grants are coming up in year 2!



- CFREF funds have been allocated for a research team grant program open to registered members of the Connected Minds research group.
- The first call will fund up to 4 grants at a total of **\$1,500,000 per award, distributed over 3 years**
- **Stay Tuned!**



## **Connected Minds:**

Neural and machine systems  
for a healthy, just society

**Esprits Branchés :** Systèmes  
neuronaux et systèmes  
machines au service d'une  
société saine et juste

**YORK** **U**  
UNIVERSITÉ  
UNIVERSITY



**CANADA  
FIRST**  
RESEARCH  
EXCELLENCE  
FUND

**APOGÉE  
CANADA**  
FONDS  
D'EXCELLENCE  
EN RECHERCHE



**Queen's**  
UNIVERSITY



# Academic Standards, Curriculum and Pedagogy

## Report to Senate

At its meeting of 28 November 2024

### For Action

- a. **Establishment of the Graduate Diploma (Type 3) in Primary Health Care Nurse Practitioner, housed in the School of Nursing, Faculty of Health.**

ASCP recommends:

**That Senate approve the establishment of the Graduate Diploma in Primary Health Care Nurse Practitioner (Type 3), to be housed in the School of Nursing, Faculty of Health, effective F/W 2025-2026.**

### Rationale

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

In 1995, The Council of Ontario University Programs in Nursing first established the Primary Health Care Nurse Practitioner (PHCNP) program. Currently, York University delivers the PHCNP program as a part of a consortium of nine University Schools of Nursing in Ontario. The School of Nursing at York University currently offers the Master of Science in Nursing (MScN)-Primary Health Care Nurse Practitioner (PHCNP) Program as a combined program (combined as two components: 1. A master's degree and 2. The NP component). However, to allow for applicants with previous master's degree to pursue the NP program in Ontario (without needing to repeat a second master's degree), several Schools of Nursing, which are a part of the nine-school consortium, began offering a Graduate Diploma. Thus, the School of Nursing proposal to introduce a Graduate Diploma with the identical curriculum, content, and learning objectives of the current NP program that York already delivers as a part of the MScN-PHCNP program, but without the MScN courses.

In Canada, new graduate Nurse Practitioners (NPs) must be master's prepared. Thus, all applicants for the proposed program must hold a master's degree to apply to this program. The rest of the requirements are set out by the provincial consortium and are identical to the requirements of our MScN-PHCNP program (see 5.1 of the proposal). The School anticipates receiving 50-75 applications for the stand-alone diploma; this is in addition to the over 200 applications received each year for the MScN-PHCNP program. The Ministry of Health funds the NP program (6.1 of the proposal).

## ASCP – Report to Senate

The proposed diploma program is congruent with York’s vision to provide, as indicated in the attached proposal, a broad 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 and values of social justice and equity.

- The Primary Health Care Nurse Practitioner program enables students to provide individuals, families, groups and all types of communities with services such as health promotion, disease and injury prevention, acute and chronic disease management, rehabilitation and support. As such, the goal of this program is to build primary health care professional capacity.
- Recent estimates suggest that approximately 2.3 million Ontarians do not have a primary care provider, with a predicted 4.4 million without primary care by 2026. This program will expand the diversity of applicants that can train at York University to become NPs, and ultimately lead to the expansion of the NP workforce one year earlier. These NPs will serve individuals and families by enhancing their access to primary health care—a key determinant of health.
- The program is also aligned with the Faculty of Health’s mission to “positively influence health, wellness, and their determinants through leading-edge education, research, and practice. This program is congruent with the sustainable Development Goals (SDGs) #3 Health, #4 Quality Education, and #10 Reduced Inequalities.

Program learning outcomes are detailed in section 3 of the proposal, and support statements are included at the end of the proposal.

**Approvals:** Health Faculty Council 1 May 2024; ASCP 30 October 2024; APPRC 7 November 2024.

### **Consent Agenda**

#### **b. Minor revisions to the Academic Conduct Policy and Procedure.**

ASCP recommends,

**That Senate approve the revised Academic Conduct Policy and Procedure, attached at Appendix B.**

#### **Rationale**

The following four revisions, highlighted in the Policy document and provided below, were made primarily for greater clarity of purpose on feedback from Associate Deans, the Faculty of Graduate Studies, legal counsel, and the Senate Executive Committee.

## ASCP – Report to Senate

The Chair of the Senate Appeals Committee indicated satisfaction with the proposed edits.

- Section 3.3: ~~Academic units may establish a process~~ **Faculties must have a process in place** to implement this policy within their jurisdiction. Such process must be approved by the relevant Faculty Council ~~and Senate by way of the Senate~~ **and communicated to Senate by way of the** Academic Standards, Curriculum and Pedagogy (ASCP) Committee, and the Senate Appeals Committee (SAC).
- Section 5.3.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) **and associated processes** of the Faculty of Graduate Studies.
- Section 5.5.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. **In keeping with Ontario laws governing the protection of privacy, a request for disclosure of any information about academic conduct will be considered in the first instance by the Office of the University Registrar, the University’s sole central repository for its records concerning students.**
- Section 5.6.a.vii: failure in the course (~~with permanent grade of record~~).

### For Information

#### c. Minor Modifications

##### AMPD

- Changes to degree requirements to the Bachelor of Design Program, Department of Design, AMPD, effective F2025 (ASCP 13 November 2024).

##### FGS

- Update to Faculty Regulations on guidelines for Hired/Professional Editors, effective 1 December 2024 (ASCP 13 November 2024).

##### Glendon

- Changes to the Certificate in Spanish-English Translation, Department of Hispanic Studies, effective Fall 2025 (ASCP 13 November 2024).



# ASCP – Report to Senate

## LA&PS

- Addition of optional courses to the list of major courses for all options of the BA Law and Society degree program, effective F2025 (ASCP 30 October 2024)
- Addition of a core course to the list of courses for all options of the BA Creative Writing degree program, effective F2025 (ASCP 30 October 2024).

### d. **ASCP Priorities Update**

The ASCP priorities, appended to the Senate Executive Committee’s October Report to Senate, includes new priorities and updates to ongoing priorities. Following are status and other updates to the priorities.

- Course Outline Guidelines/Syllabi and Template

The Course Outline Guidelines (the Guidelines) and associated template have been updated to include requirements of the provincial government’s *Educational Cost Directive* (the Directive), which the Provost and Vice-President Academic communicated to Faculties on 9 October 2024. As mentioned in the Provost’s communication, the “directive indicates specific requirements for individual course outlines,” requiring individual course instructors to undertake the following:

*“At a minimum, the following information should be provided in the syllabus:*

*Each textbook or other learning material should be individually costed. In the event that the cost for the current year is not available at the time the syllabus is prepared, the most recent cost should be included with a note indicating that it may change; and Whether there are any restrictions that would prevent a student from using a second-hand copy of the textbook or other learning material.*

*This requirement is effective for all courses beginning in January 2025 and will remain in effect until this directive is revoked or replaced.”*

The Guidelines and Template (revised), are available on the [ASCP page of the Secretariat’s website](#) and ASCP has communicated this information to Faculties.

- New Grading Schemes

The new grading schemes Faculty conversion exercise (academic programs and Faculty Regulations) is 80% complete. At ASCP’s request, Faculties have until 15 January 2025 to complete any outstanding conversions. Absent responses from Faculties on the remaining conversions, the Office of the University Registrar (OUR) will complete the conversions for approval by the Faculties. The OUR reports that the grading schemes conversion exercise with the Faculties is expected to be complete in

## **ASCP – Report to Senate**

June 2025. Following the completion of this exercise the OUR has indicated the following next step for implementation, which cannot be actioned until completion of the Faculty conversions:

- The OUR, in collaboration with University Information Technology, will determine technical requirements, required resources, including human and financial if any, time frame, etc., for presentation to the Institutional Project Portfolio Management Committee (IPPM), for approval, in summer 2025.

For information, the IPPM Committee determines optimal resourcing, operational requirements, financial considerations, and Enterprise Risk Management for IT projects. The Committee ensures York is investing in the right projects and approves the annual and 5-year IT roadmaps, approves new projects and tracks progress on approved projects. IPPM membership includes the university registrar, chief information officer, and other senior executive members of the University.

The OUR will update ASCP, in early Fall, on the outcome of the IPPM meeting and ASCP will in turn report the information to Senate.

Outside of updates to Faculty regulations and program requirements from the 9-point to the 4-point scale, there are no other known financial costs, to date, associated with the project.

The scale of the new Grading Schemes implementation was not realized when the related policy and effective date were approved by Senate. Additionally, the lack of a dedicated central staff member to lead and support the Faculty grade conversion exercise led to delays in progressing the project.

- Attending Physician’s Statement

The revised draft policy document speaking to the waiver of requirement for an attending physician statement was circulated to Associate Deans and to the Senate Appeals Committee for feedback. Feedback received will be considered at ASCP’s next meeting in late November and ASCP anticipates bringing the policy forward for approval at the December meeting of Senate. The current waiver for requirement of an attending physician statement expires on 31 December 2024.

- Senate Policy on Conduct of Examinations (newly added priority)

ASCP will be reviewing the Senate Policy on Conduct of Examinations for the purposes of making clear the requirement for students to present YU Card identification (ID) for access to sitting examinations. The current policy affords the chief invigilator the

## **ASCP – Report to Senate**

flexibility to approve any other form of ID, resulting in widespread variation of practice, confusion for students and challenges for instructors who want to limit forms of ID. As reported in the Winter 2024 term to Senate, at the time, there were over 10,000 York students without YU Card identification. York is also an outlier in allowing students to present alternatives to university-issued ID for entrance to examinations. The initial YU Card ID is free and easily accessible to all York students.

ASCP will report at a future meeting on the status of the Committee’s review of the Policy on Conduct of Examinations, and anticipated timeline for presentation to Senate for approval.

### e. Other Information Items

- The Deputy Registrar informed ASCP that the Academic Scheduling team in the Office of the University Registrar (OUR) is working on developing an academic scheduling policy and that in the interim the OUR is implementing guiding principles, absent a policy. Principles include matching enrolment data with space needs, and allowance of 10 minute travel time built into class scheduling to support students and instructors transitioning between back-to-back classes. Addition of the 10-minute travel time to class schedules will be implemented starting in the first term of summer 2025 and the OUR reports that the scheduling change will not impact teaching/learning contact hours.

Joshua Thienpont  
Chair

**FC approval 1 May 2024**

## **New Program Proposal for the Graduate Diploma - Primary Health Care Nurse Practitioner, School of Nursing**

TEMPLATE for EXPEDITED REVIEW

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**Faculty:** Faculty of Health

**Department:** School of Nursing

**Degree Designation:** Graduate Diploma (Type 3)

**Program:** Primary Healthcare Nurse Practitioner

**Location:** School of Nursing; Health, Nursing, and Environmental Studies Building

**Intended Start Date:** September 1, 2025

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### **1. Program Overview**

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

Nurse Practitioners (NPs) are Registered Nurses (RNs) who have completed a Bachelor of Nursing or a Bachelor of Science in Nursing and have completed a certain number of years of providing clinical care, who then go on to complete additional training. Being registered with our Ontario regulatory body (College of Nurses) allows NPs to complete additional “controlled acts,” which include ordering and interpreting diagnostic testing, and prescribing medication and other treatments. Over the last few decades, the scope of NPs has expanded tremendously, and NPs now function autonomously in environments such as primary care/primary health care<sup>1</sup>, hospitals, and long-term care, across all specialities, caring for patients of all ages. NPs do not need to be overseen by other types of clinicians unless practicing outside of their scope with medical directives (which is rare). Like family physicians, but unlike most physician specialities, NPs trained in primary healthcare can care for all populations, in any practice environment.

In 1995, The Council of Ontario University Programs in Nursing first established the Primary Health Care Nurse Practitioner (PHCNP) program. Currently, York University delivers the PHCNP program as a part of a consortium of nine University Schools of Nursing in Ontario (<https://np-education.ca/about/program-overview/>). In Canada, new NPs must be master’s prepared. The School of Nursing at York University currently offers the Master of Science in Nursing (MScN)-Primary Health Care Nurse Practitioner (PHCNP) Program as a combined program (combined as two components: 1. A master’s degree and 2. The NP component). However, to allow for applicants with previous master’s degree to pursue the NP program in Ontario (without needing to repeat a second master’s degree), several Schools of Nursing, which are a part of the nine-school consortium, began offering a Graduate Diploma. Thus, we propose to introduce a Graduate Diploma with the identical curriculum, content, and learning objectives of the current NP program that York already delivers as a part of the MScN-PHCNP program, but without the MScN courses.

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<sup>1</sup> Primary care and primary healthcare/health care should be considered synonymous within this proposal – as the consortium, government, regulatory bodies, and clinicians, all use these terms interchangeably.



Each year over 200 applicants apply to the program, and we anticipate that we will have an additional 50-75 applicants per year for the standalone program proposed. The PHCNP curriculum is developed as a part of the consortium, and as a member of that consortium, York University School of Nursing participates in, but does not solely create or modify its content.

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

### 2.1 Describe the program's objectives (see [definition and guidance from Quality Council](#)).

#### **The program objectives are set out by consortium, and are defined as follows:**

**Overview:** The PHCNP program is built on a philosophy of practice-based and self-directed learning, rather than on a traditional, didactic approach. Learners can expect to engage in a significant degree of self-guided and peer-supported learning, including working through online learning modules and case studies; navigating, reading, and interpreting online resources and textbooks; developing and monitoring their own clinical learning plans; and preparing for and engaging in seminars and labs with peers and instructors. Students will engage in a total 731 hours of clinical placements as they progress through their five clinical courses. Each PHCNP university site has its own clinical placement catchment area, and placement coordinators for each university organize student placements within the university-specific area. Placements include primary care, acute care, long-term care, as well as specialty and sub-specialty medicine. All these activities already occur at York University.

Future applicants must be Bachelor-prepared Registered Nurses with the College of Nurses of Ontario, with 3640 hours of experience as a Registered Nurse in the previous 5 years with a master's degree in a health-related field. Ultimately, the program will prepare learners to write a national board certification exam to be registered as Primary Health Care Nurse Practitioners.

#### **Program objectives:**

- Development of in-depth understanding of primary health care, health systems, and health resources
- Analysis and integration of theory and research from nursing and related disciplines as a basis for enhancing understanding of significant issues
- Valuing of differing approaches to knowledge development in the nursing discipline
- Engagement in research inquiry that is significant to the nursing discipline
- Upholding of principles of ethical inquiry in advancing knowledge in the discipline of nursing
- Evolution of health care and health policy using research findings and the development of collaborative partnerships

#### **To facilitate the students' ability to:**

- Deliver safe, competent, compassionate, and ethical care across the lifespan with diverse populations and in a range of practice settings.
- Ground care in evidence-informed practice and use critical inquiry in their advanced diagnostic and clinical reasoning.
- Demonstrate collaborative leadership within the health care system locally, regionally, nationally, and globally.
- Serve as role models and mentors, demonstrating leadership to advance continuous improvement of client outcomes and health systems.

- Implement and maintain a high-quality health care system through innovation and policy development.
- To deliver a culture of excellence and facilitate the development of effective teams and communication within complex health systems.
- Influence and improve the health and well-being of their clients, communities, and the broader populations they serve.
- Address issues related to health inequity, culture, diversity, and inclusion to improve health outcomes and lead advocacy efforts to change policies and legislation.
- Develop and provide education to a wide range of individuals, groups, communities, and organizations to enhance knowledge and influence nursing practice, health outcomes, and system change.
- Seek out, participate in, and demonstrate leadership in research activities to evaluate, explore, and advance knowledge, and support knowledge translation in all domains of nursing.

**We encourage the committee to review an updated recruitment video created by our program as a backgrounder: <https://www.yorku.ca/gradstudies/nursing/programs/phcnp/>**

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

Graduate Diploma - Primary Health Care Nurse Practitioner (Type 3)

**2.3** Describe the consistency of the program with the institution’s mission and academic plans.<sup>2</sup>

The Primary Health Care Nurse Practitioner program enables students to provide individuals, families, groups and all types of communities with services such as health promotion, disease and injury prevention, acute and chronic disease management, rehabilitation and support. As such, the goal of this program is to build primary health care professional capacity. The plan is to launch this new Graduate Diploma program to respond to a much-needed direction that expands access for potential masters-prepared Registered Nurse applicants to PHC NP education. It is congruent with York’s vision to provide a broad 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 and values of social justice and equity. Recent estimates suggest that approximately 2.3 million Ontarians do not have a primary care provider, with a predicted 4.4 million without primary care by 2026. This program will expand the diversity of applicants that can train at York University to become NPs, and ultimately lead to the expansion of the NP workforce one year earlier. These NPs will serve individuals and families by enhancing their access to primary health care—a key determinant of health. The program is also aligned with the Faculty of Health’s mission to “positively influence health, wellness, and their determinants through leading-edge education, research, and practice. This program is congruent with the Sustainable Development Goals (SDGs) #3 Health, #4 Quality Education, and #10 Reduced Inequalities. York University already delivers one of the most diverse NP programs in the consortium and considers self-identification in the application process and funding allocation in line with the Indigenous Framework and Black Inclusion Strategies at York University. By way of the placements being in the York University catchment, clinical placements serve very diverse communities including Black and Indigenous communities, newcomers and Immigrants, people who use drugs, LGBTQ2S+,

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<sup>2</sup> This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals \(SDGs\)](#), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

those experiencing homelessness, the frail, and home-bound elderly, those in long-term care, among others. York University is also entering an exciting partnership with the Government of Nunavut such that York NP students can complete clinical placements in the territory. The funding for these placements is the result of the Federal government's recent investment in recruitment for the territory.

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

#### 3.1 Identify the program requirements.

The program is delivered synchronously and draws largely on self-directed case-based learning. This is the most appropriate for learners at this level who not only already have a graduate degree, but who will need to utilize self-directed learning for the entirety of their clinical career. All courses are graduate-level courses, and there is no research option. Of the seven courses, two are delivered at the provincial level with instructors who are not employed through York, and five are delivered on campus, by York educators. This model has been used since the inception of the consortium. As the format is not didactic, students are responsible to determine which specific content they would like to cover in class, as much of the content also needs to be learned independently, so students are asked to prioritize content for discussion. There is also a significant experiential component where students learn how to complete focused physical clinical exams using simulated patients at the level of a primary care provider. For those who already hold a master's degree, this program will expedite the training of NPs in Ontario and is heavily supported by the Ministry of Health and their desire to increase primary care capacity.

The PHCNP curriculum is mapped to the competencies as outlined by the College of Nurses of Ontario. The program consists of seven courses delivered through the consortium, with educators in the role of facilitators.

The program uses a blended delivery model consisting of asynchronous pre and post reading and self-directed learning. This is coupled with synchronous classes, with small-group case-based learning, discussion, hands-on classes in a laboratory setting, and practicum. The curriculum follows entry-to-practice standards as set out by the College of Nurses of Ontario, and at York, is taught in English. There are a total of **252 didactic hours** and **731 practicum hours**. It is also recommended that students complete 10-20 hours of self-directed leaning per week, per course.

The PHC NP Programme consist of two theory-based courses:

**1. Pathophysiology for the Nurse Practitioner (NURS 5810):** 12 modules, 36 didactic hours.

*Course description:* <https://np-education.ca/courses/patho/>

**2. Nurse Practitioner Roles and Responsibilities (NURS 5820):** 12 modules, 36 didactic hours.

*Course description:* <https://np-education.ca/courses/roles/>

As well as four courses with the following hours which consist of both theory and practicum:

**3. Advanced Health and Diagnosis I (NURS 5830):** 12 modules, 36 didactic hours, 78 practicum hours. *Course description:* <https://np-education.ca/courses/ahad1/>

**4. Advanced Health and Diagnosis II (NURS 5840):** 12 modules, 36 didactic hours, 78 practicum hours. *Course description:* <https://np-education.ca/courses/ahad2/>

**5. Therapeutics in Primary Health Care I (NURS 5850):** 12 modules, 36 didactic hours, 78 practicum hours. *Course description:* <https://np-education.ca/courses/thera1/>

**6. Therapeutics in Primary Health Care II (NURS 5860):** 12 modules, 36 didactic hours, 78 practicum hours. *Course description:* <https://np-education.ca/courses/thera2/>

**7. Integrated Practicum (NURS 5870):** 12 modules, 36 didactic hours, 419 practicum hours. *Course description:* <https://np-education.ca/courses/practicum/>

The full-time option for this program will be delivered over 11 months. This is in line with the current delivery of the Graduate Diploma program at other institutions, and all course offerings, and evaluations are synchronized across the province. The part-time option will be delivered over 23 months, also in line with pre-existing course options.

### **PHCNP - Study Plan**

The course schedule for full-time and part-time students is as follows.

**Following of the sequence of courses is mandatory for all students.**

Fall term: September-December;

Winter term: January-April;

Summer term: May-August.

Students in all streams of the graduate program are expected to be registered every term and to take courses every term to progress through the program. The program offers a set program of study. Courses must be taken in the sequence outlined in the Student Handbook. If circumstances arise students can petition for a leave of absence from the program as allowed by the policies of the Faculty of Graduate Studies. It is the student's responsibility to develop a plan for resuming their course of study on return from a leave of absence.

**Effective September 2018 graduate students in nursing entering in the program will require at least a B (B- on 4pt scale) grade in core courses to progress in the program. If Students are not successful in earning at least a B (B-) after two attempts in a core course they will be exited from the program.**

**Full-time Course Schedule: Effective September 2025 - One Year Full Time  
(24.0 credits)**

	Fall	Winter	Summer
<b>Year 1</b>	NURS 5810 3.0 <i>Pathophysiology for Nurse Practitioners (Sept – Apr)</i>		NURS5870 6.0 <i>Integrative Practicum in Primary Health Care</i>
	NURS 5820 3.0 <i>PHCNP Roles and Responsibilities (Sept – Apr)</i>		
	NURS5830 3.0 <i>Advanced Health Assessment and Diagnosis I</i>	NURS5840 3.0 <i>Advanced Health Assessment and Diagnosis II</i>	
	NURS5850 3.0 <i>Therapeutics in Primary Health Care I</i>	NURS5860 3.0 <i>Therapeutics in Primary Health Care II</i>	

**Part-time Course Schedule: Effective September 2025 - Two Years Part Time  
(24.0 credits)**

	Fall	Winter	Summer
<b>Year 1</b>	NURS 5810 3.0 <i>Pathophysiology for Nurse Practitioners (Sept – Apr)</i>		NURS 5810 3.0 <i>Pathophysiology for Nurse Practitioners (Sept – Apr)</i>
	<b>OR</b> NURS 5820 3.0 <i>PHCNP Roles and Responsibilities (Sept – Apr)</i>		<b>OR</b> NURS 5820 3.0 <i>PHCNP Roles and Responsibilities (Sept – Apr)</i>
	NURS5830 3.0 <i>Advanced Health Assessment and Diagnosis I</i>	NURS5840 3.0 <i>Advanced Health Assessment and Diagnosis II</i>	<b>(whichever was not already taken)</b>
<b>Year 2</b>	NURS5850 3.0 <i>Therapeutics in Primary Health Care I</i>	NURS5860 3.0 <i>Therapeutics in Primary Health Care II</i>	NURS5870 6.0 <i>Integrative Practicum in Primary Health Care</i>



### 3.2 Identify the Program Learning Outcomes.<sup>3</sup>

The program learning outcomes (already developed and identical to the current combined MHSc PHCNP program delivered at York) are:

These are existing learning outcomes of programs of nine universities, that deliver the curriculum together.

1. Integrate NP practice experience with a Master’s level of theory, diagnostic reasoning, and related knowledge, in collaboration with the client and health care team to meet the primary health care needs of residents in Ontario.
2. Apply and disseminate knowledge and collaborative research activities to embed evidence into practice.
3. Practice safely, ethically, competently and with integrity as an entry level NP within the primary health care area of specialty and within NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario.
4. Show effective communication, collaboration and consultation skills with the health care team and clients.
5. Demonstrate intra- and interprofessional competencies related to practice, teaching and scholarship.
6. Enact PHCNP program's philosophy and concepts including advanced nursing practice, primary health care, scholarship sustained practice, relationship-centered practice, and collaborative practice.
7. Demonstrate advanced nursing leadership competencies such as acting as an agent of change, advocating for primary health care policy and health services changes, resolving conflicts, and acting or addressing professional and client-related ethical issues.
8. Understand and recognize legislative and political forces that drive health policy in order to manage the interaction between clients, systems of care, and primary health care outcomes.

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

Ultimately, graduates of this program will meet the Entry-to-Practice Competencies for Nurse Practitioners as set out by the College of Nurses of Ontario. Students will also be eligible to write the Family Practice/Primary Care National Nurse Practitioner board certification examination in

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<sup>3</sup> Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario’s [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

Canada and the United States. The College of Nurses of Ontario accepts both towards registration as an NP in Ontario.

***Master's Degree Level Expectations:***

**Depth and breadth of knowledge:** A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

**1.** Integrate NP practice experience with a Master of Nursing level of theory, diagnostic reasoning, and related knowledge, in collaboration with the client and health care team to meet the primary health care needs of residents in Ontario

**Research and scholarship:** A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.

**2.** Apply and disseminate knowledge and collaborative research activities to embed evidence into practice.

**Level of application of knowledge:** Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

**3.** Practice safely, ethically, competently and with integrity as an entry level NP within the primary health care area of specialty and within NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario.

**Professional capacity / autonomy:** a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.

**6.** Enact PHCNP program's philosophy and concepts including advanced nursing practice, primary health care, scholarship sustained practice, relationship-centered practice, and collaborative practice

**7.** Demonstrate advanced nursing leadership competencies such as acting as an agent of change, advocating for primary health care policy and health services changes, resolving conflicts, and acting or addressing professional and client-related ethical issues

**8.** Understand and recognize legislative and political forces that drive health policy in order to manage the interaction between clients, systems of care, and primary health care outcomes.

**Level of communications skills:** The ability to communicate ideas, issues and conclusions clearly.

**4.** Show effective communication, collaboration and consultation skills with the health care team and clients.

**5.** Demonstrate intra- and interprofessional competencies related to practice, teaching and scholarship.

**Awareness of limits of knowledge:** Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

**3.** Practice safely, ethically, competently and with integrity as an entry level NP within the primary health care area of specialty and within NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario

**3.4** Describe how the program's structure and requirements meet the program objectives and Program Learning Outcomes.<sup>4</sup> Provide a curriculum map as an appendix.

The courses map to both the program learning outcomes as described above and the Entry-to-Practice Competencies for Nurse Practitioners in Ontario (**Appendix A**). The program's structure, as described in 4.1, assess the learner's ability to meet the program learning outcomes and Entry-to-Practice competencies supports learners in acquiring the needed knowledge, skills, and judgement to meet them. Courses include a variety of educational modalities, and evaluations. There is intersectionality between courses, and although they build on one another (ie part 1 then part 2), there is also repetition throughout the program.

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

In Canada, new graduate Nurse Practitioners (NPs) must be master's prepared. The School of Nursing at York University currently offers the Master of Science in Nursing (MScN)-Primary Health Care Nurse Practitioner (PHCNP) Program as a combined program. This proposed program would provide a streamlined option for those who have already obtained a BScN and

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<sup>4</sup> The proposal should make a clear distinction between Degree Level Expectations, program objectives, and Program Learning Outcomes (See Quality Council's website for [definition and guidance](#) in differentiating these program elements).

master's degree but would like to pursue the Primary Healthcare Nurse Practitioner program in Ontario.

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

No changes will be made to the delivery of these courses, which York already delivers. Two of seven mandatory courses are facilitated in an online, synchronous format by instructors within the provincial consortium, who may or may not have a York affiliation. The other five courses are delivered face-to-face on campus at York University, facilitated by York Faculty or CUPE instructors, which also have a clinical placement component. That said, our Nurse Practitioner program is growing its simulation equipment and capability. This is important to differentiate York from other institutions within the consortium.

As a program that is deeply committed to DEDI principles and practices, it is centrally informed by two seminal documents: 1. The Moving towards a future with health equity for all: Addressing systemic racism through action, accountability, and authenticity (Faculty of Health) and 2. York's DEDI Strategy. While it is beyond the scope of this proposal to demonstrate all the congruencies between the proposed program and these two documents, highlighted is a sample of overlapping concepts/ideas that are of central relevance and applicability to the Nurse Practitioner program. First, the program takes into central consideration *social justice* as a core principle. As such, the (already existing) curriculum is infused with analysis and critical pedagogies that engage the student with such concepts as health equity, social determinants of health, and critical perspectives on health in general. This thread is a major response to the shifting power dynamics in society and the growing income and social gap, particularly for marginalized and vulnerable communities and families, for whom the graduates will be caring. The proposed program will prepare nurses for advanced practice to care for diverse communities and families by equipping students to consider personal experiences, values, and worldviews that arise from difference of culture and circumstance, which also responds to the core principle of *diversity*. Inclusion, antiracism, and Indigenous rights are also of central relevance and are taken up throughout the program, as they are closely linked to the above core ideas in the curriculum. Beyond the program itself and beyond the education of critically informed nurses who are sensitive to the needs of diverse communities, the graduates will be deployed in various areas of care at a time specifically responding to a dire need for primary health care in several communities marginalized by lack of access to care. This is a direct intervention into a societal need and a direct remedy to a health issue (that is growing in need and urgency) that only graduates of a program like this can address.

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

No changes are being made to the existing format, and these courses are already offered within the MScN-PHCNP program. It is important that the five of seven courses delivered at York are

face-to-face, and in fact is the preference of the students. We have already demonstrated as a consortium and a program that the model of delivery matters, and especially during COVID-19 became even more aware of the need for in-person classes, to allow for ad hoc hands-on, and learning opportunities.

Program Requirements for graduate programs only (QAF 2.1.2.3)

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

No changes are being made to the existing format, and these courses are already offered within the MScN-PHCNP program. Students will be able to take the Graduate Diploma in one year full-time or two years part-time.

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

All seven courses will be mandatory, and all are graduate level courses. There will be no electives as this will be a specialty professional diploma.

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

This is not a research-focused program, and as such, this is not applicable.

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

**4.1** Describe the methods for assessing student achievement of the Program Learning Outcomes and Degree Level Expectations and the appropriateness of these methods.<sup>5</sup>

Methods for assessing student achievement of the program-level learning outcomes and degree level expectations are reviewed annually within and across courses. The course professors meet annually in the spring to discuss and plan how to address changes in the scope of practice for nurse practitioners, developments in best practices in healthcare and adult education, and emerging trends that will influence the education of students. The course professors map relevant competencies, types of assignments and their objectives, and due dates. This exercise provides the opportunity to purposely critique the methods for assessing student achievement to determine if they are meeting student needs for learning and their future autonomous practice. Overlaps in assignments are rigorously discussed to determine if the overlap is important for student learning or redundant. There have been instances when the overlap has been redundant, such as a consultation letter assignment from the Advanced Health

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<sup>5</sup> Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled in the program, as well as post graduation metrics for alumni. Please see guide on [Assessment of Teaching and Learning](#) from Quality Council on how to satisfy these criteria.



Assessment and Diagnosis (AHAD) course and the Integrative Practicum (IP) course. The assignment was replaced with a higher-level assignment in the IP course, reflective of the course outcomes. Future trends in healthcare also inform the assignments, such as a Pathophysiology assignment that requires students to communicate findings from research in plain language for the public.

Within courses, the course professors dialogue and work together in course planning. Changes in evaluation measures are discussed with tutors/instructors who have direct contact with students to ensure that the proposed assignment is relevant and encourages students to reflect on their learning and look forward toward how this learning can improve their client care in future. For instance, in the IP course, students consolidate and synthesize their learning from all program courses to develop a Quality Improvement initiative for one of their practice placements. Students are required to:

- Identify the need for a quality improvement (QI) project in their placement setting.
- Develop a quality improvement strategy to address the need using the Model for Improvement's Plan-Do-Study-Act (PDSA) cycle, focusing on one PDSA cycle.
- Provide constructive feedback to a peer. [Assignment guidelines are provided in the IP course materials.

Students are required to critically analyze gaps/needs in service or flow of work within their placement setting, select a gap/need, identify a strategy to address this gap/need using current evidence, and develop a plan to address one component of the gap/need. Students are encouraged to select a gap/need that could be addressed within three months and that is supported within the organization. This requirement encourages students to identify priorities and collaborate with members within the organization. The Model for Improvement and PDSA-cycle are used by Ontario Health (Health Quality Ontario) for mandatory quality improvement plans from primary care organizations, hospitals, and long-term care. The assignment ensures that students are prepared for this organizational context of their practice. Students use critical thinking in selecting the issue and best practices/high quality research, but also in selecting the relevant theoretical, legal and ethical considerations of the project. An example is the selection of a knowledge translation theory that is relevant to the plan and the intended audience. Students anticipate and analyze roadblocks and develop mitigation strategies to avoid or address these roadblocks. This Quality Improvement assignment has been revised and refined several times in response to student, preceptor, and tutor feedback and emerging developments in the quality improvement process in healthcare.

The peer-review component of the Quality Improvement assignment provides students with the opportunity to receive feedback from a peer, as well as providing feedback. Self-reflexivity and learning from peers, as well as development of skills in communicating critical feedback (both positive and areas for improvement) are developed. Peer-review is a requirement of the College of Nurses of Ontario, and this assignment provides the opportunity to develop this skill with additional feedback from the tutor/instructor.

Quizzes and assignments provide the student with opportunities for feedback across course content, rather than focusing on a specific disease or condition. Feedback is provided within 1-3 days and students can review their questions and learn from their strengths and learning needs. Rationale and references are provided for all questions and students have access to this information when reviewing their exams.

Several of the course professors and tutors/instructors have been involved in writing the registration exam questions. This in-depth knowledge about the structure of the NP registration exam provides the opportunity to develop different questions that use the same type of question structure for the course exams. The use of multiple-choice and short-answer questions provide evaluation mechanisms that evaluate different and important components of the students' knowledge and skills. While most of the multiple-choice questions are critical thinking or application questions, the correct answer is provided. Whereas short answer questions require the students to express the answer themselves, providing insight into student thought-processes, critical thinking, knowledge, and skills. Broad thinking is required in short-answer questions. For example, if a client presents with chest pain, the student is required to think about assessment and differential diagnoses across systems and situations that could cause chest pain (e.g., respiratory, gastrointestinal, cardiac, musculoskeletal, anxiety), rather than focusing on one system. Testing students on legal requirements, such as writing prescriptions is crucial for their future autonomous practice.

Objective-Structured Clinical Evaluations (OSCEs) provide students with the opportunity to demonstrate their knowledge and skills in simulated situations (e.g., interpreting a radiology report or laboratory result, assessing a client and developing the correct diagnosis). Objective testing measures are used to evaluate the students' abilities, and they are provided with feedback. Within three years of autonomous practice, the NPs are to be typically required to do OSCEs as a component of the quality improvement process of the College of Nurses of Ontario. The OSCE process in the PHCNP program helps students to understand the OSCE process and types of evaluation measures.

Clinical placement evaluations are crucial to provide students with feedback about their knowledge, skill, and progress in developing as NPs in the practice setting. Tutors/instructors dialogue with preceptors throughout the semester (at least three times per placement, as arranged with the preceptor). The evaluation forms are based on the course outcomes for the clinical courses (AHAD, Therapeutics, and IP). Students dialogue with preceptors daily and receive formal verbal and written feedback at a minimum of mid-placement and end-of-placement. For situations where a student is experiencing challenges in meeting course outcomes, the tutor/instructor works closely with the preceptor and student to develop specific strategies and a learning plan to meet the requirements. Site visits by the tutor/instructor are often required to provide further objective evaluations of the student's needs and strengths.

In Roles and Responsibilities of the Primary Health care NP, four quizzes are aligned with the topics in modules and provide the students opportunities to strengthen their learning. Two assignments build on student synthesis in delineating inter-collaborative practice between the

NP, RN and physician role and interviewing an actual practicing NP to gauge realities of practice in terms of identifying ongoing systemic barriers.

In Therapeutics in Primary Health Care, I & II course, the modules include case studies that lead the student to choose the best treatment for the patient. Whether it is a non-pharmacological, pharmacological or complementary therapy, everything is analyzed. These case studies provide stimulating discussions on what is the best approach to take. It also makes the students realize that medicine is not always black and white. There may be variations that make a first line treatment for one client not the best option for another. We ensure that the student uses a systemic approach to select the best therapy to have a safe practice when writing prescriptions.

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

The NP program is already embedded in the cyclical review process, and we are currently addressing recommendations that emerged from the previous cyclical program review for all master's level studies in the School of Nursing. At the consortium level, there is a specific structure of quarterly meetings where each institution has a member in the role of either Director of their School or Dean of their faculty. The program coordinators from each site also meet quarterly to discuss shared student concerns and challenges, and changes are implemented to address any issues. Each course has a consortium-driven course evaluation completed by students and then course leads for each course delivered also have quarterly meetings where each course evaluations are reviewed, and program coordinator feedback is considered, and changes are implemented as needed. Students are also able to evaluate their clinical placements at the end of each term. This information is used to evaluate the potential to use the same placement the following term.

The wide range of mechanisms used by the PHCNP program at the provincial level to assess overall program quality helps us to identify both on a global level the extent to which we are achieving our goals and objectives, and on an ongoing basis at the level of modules, courses, assessment methods, individual faculty teaching, and internal processes, as outlined below.

#### ***Global reviews of program***

The IQAP process in 2012 provided positive assessment of the program in terms of meeting its program objectives but also identified some global recommendations to improve it, in terms of moving all sites to Master's level. These recommendations confirmed the direction in which program leaders were also seeking to move the program.

The College of Nurses of Ontario mandatory program approval process happens every seven years with annual reviews of indicators. The last review confirmed that the PHCNP curriculum maps to the NP entry to practice competencies. This shows that the program is providing adequate opportunity for students to develop these competencies over the course of the program. The review process also looks at success rates on the first try of the PHCNP regulatory exam. Our program sites are doing extremely well here with a 100% pass rate in the past three

years at most sites. This high pass rate is critical as it enables the graduate to meet a key requirement for registration as an NP. CNO is also beginning to gather annual updates on “graduates’ perceptions of readiness to practice” and “preceptor perception of readiness to practice.” There is not enough data for these indicators yet to know if they will be valuable for the program, and there is some research evidence that these perceptions are not valid indicators of program quality. We will monitor the data once CNO has collected a three-year rolling average at each site.

Consultations in the development of the PHCNP consortium program 2019-24 Strategic Plan have also been valuable in identifying how the program is doing globally as well as in particular areas. The Board held a full day facilitated meeting with external NP stakeholders including NP leaders from across the province and in different areas of care, as well as government and NP associations. The group identified that we are doing well overall in meeting our program outcomes, but that NP practice is developing in emerging areas like corrections, palliative care, and mental health, and that there is significant work to be done by government and employers to support the NP role in the province. As a result of this consultation, we have identified initiatives in our strategic plan to enhance our content and clinical placements in these emerging NP areas of practice, and work is underway to implement these.

The strategic plan process also included focus groups with internal stakeholders to identify how the program could be improved in future in relation to the identified strategic goals. This included meetings with the nine Site Coordinators, the nine Placement Coordinators, Course Professor Leads, site-level Face to Face Course Instructors, and the PHCNP Board. These consultations were essential in identifying initiatives that fit with our strategic goals and that could move the curriculum and program forwards. The results of these processes are embedded in the strategic work plan and are being undertaken incrementally.

The strategic plan process also included a survey of all recent program preceptors and graduates who had been out in the field for one to two years. Some important themes emerged from these surveys which have helped to confirm that students and preceptors feel well supported by the program and identified an initiative for graduating students and helps to inform the future relationship of the program to post-graduate education.

Finally, a 2019 survey was conducted for all students, faculty and staff in terms of their experience of distance education learning tools and services. This was valuable in confirming that there is a high degree of satisfaction with our online services and identified small areas that can be improved. These latter have been undertaken by the DE team.

### ***Ongoing evaluations and consultations on program aspects***

Students can provide feedback on each online learning module in each course. This is used by course professors to improve modules and CP leads find these valuable

Students are given opportunities to fill out annual online course evaluations for all their courses and for their seminar instructors for Roles and Patho courses. A PHCNP consortium Course Evaluation Work group recently conducted a review of our various forms related to course evaluation. We phased out the form for Course Professor Lead because students did not understand this role and have minimal contact with the Leads; they tend to focus on their face-to-face Course Instructors. Instead, we maintained emphasis on the course itself to receive feedback for the CP leads and significantly revised these forms. As well, the evaluations for Course Instructors at the site level who teach the clinical seminars was phased out because the uptake was small, and it duplicated site-level evaluation forms that are senate approved. We maintained evaluations for the Instructors for the multi-site online seminars for the two theory courses (Roles and Patho) as a consortium evaluation is the only way to get data on these. The Work Group will be meeting annually to review the summary results of the forms and identify ongoing areas for improvement to them to ensure they produce useful results.

Some Course Professor Leads have semi-annual or annual team meetings with the Course Instructors who lead online and face to face seminars across the province, to review how the students did in a course each year, lessons learned, and areas for improvement that can be incorporated into the course for the following year's students.

Course leads hold inter-rater reliability meetings between Course Professor Leads and site-level Course Instructors for each exam to ensure that graders are marking assignments/short answers using the same criteria across the province. This works well and is an entrenched practice in the program.

For each online exam and graded quiz, Course Professors have access to statistics in Canvas LMS. The statistics show the distribution of student marks, how many students respond to each choice for the MCQ questions, and the percentage of students who chose the right answer. A discrimination index for each question provides a measure of how well a single question can tell the difference (or discriminate) between students who did well on the exam and those who did not, with a rubric to identify the quality of the question. Overall, these statistics provide helpful feedback for Course Professor Leads to improve exam questions in future.

The program has detailed Clinical placement evaluations for each clinical course to assess whether students are meeting learning outcomes. These are completed at mid-term and end of term by each student and their preceptor and reviewed by the Course Instructor. During annual course revisions, the course professors can revise the key objectives for the clinical evaluation online form for each course and the indicators associated with these. Instructors follow up with preceptors where students who are struggling to identify a learning plan. A Clinical Evaluation Form Task Force has been formed in spring of 2022 to update the form to better identify areas where some students might be struggling.

Provincial level committees are another mechanism that help to identify what is going well, where there are any ongoing challenges with the program, and how we might address



challenges. The Curriculum Committee meets twice per year to oversee curricular initiatives and changes and make recommendations to the Board. The PHCNP Board meets at least three times a year for a full day each time to maintain oversight of the consortium by making decisions and identifying any formal policies and process improvements. Site Coordinators, Placement Coordinators, and a Course Instructor reference group each meet twice per year with the Provincial Program Director and DEIT Manager to stay informed, share information, and work collectively on addressing any challenges and strategic initiatives.

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

The NP program at York University is renewed each year by the College of Nurses. In addition, every 7 years, the program undergoes a full accreditation, and program approval process. Very detailed documentation is required to meet each indicator. Program approval is required and the guidance for program approval can be found at: <https://www.cno.org/globalassets/3-becomeanurse/educators/nursing-education-program-approval-policy.pdf>. In addition, we can access the first attempt board exam rate for each cohort of students completing the program. A high pass rate is the most applicable indicator of whether the program is meeting its objectives.

In addition, the program continues to attract high quality candidates across the province, with a trend across sites to more applicants each year. With a 95 to 97% retention rate, students’ progress through the program and are deemed to have met the program competencies. Nearly 100% of PHCNP program graduates pass the registration exam on the first attempt.

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

The program uses the following theoretical evaluations: written learning plans, written assignments, oral presentations, and written exams (multiple choice, short answer, prescription writing). Clinical evaluations include Objective Structured Clinical Examinations (OSCEs) which “is an assessment that allows applicants to demonstrate their nursing knowledge, skill, and judgment in a simulated health setting. During the OSCE, applicants rotate between stations, interacting with patient-actors who present with different health issues.” (College of Nurses of Ontario), and clinical evaluations from their clinical placement MD or NP preceptor.

Students must pass each of the seven PHCNP courses to be deemed to have met the program-level learning outcomes. The final Integrated Practicum course ensures that students have been able to pull together theory and practice in a way that meets the competencies for an NP at the entry-to-practice level. The high pass rate for students in each course shows that the program has been successful in meeting the learning outcomes. In addition, we have access to the pass rates for our students who write the licensing exam and can obtain the time to registration in the NP class with the College of Nurses. This helps determine the extent to which the program is successful in supporting student to meet the program learning outcomes and the College competencies. The pass rate for the 2023 cohort at York University was 100%.

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

As stated in 4.3, accreditation occurs every 7 years, and is a submission that allows for reflection on our practices, improvement plans, and a significant amount of documentation supporting processes. In addition, our graduate program will continue to undergo cyclical review.

In addition, IQAP and CNO program approval recommendations that pertain to the provincial aspects of the PHCNP program are reviewed and responded to by the consortium Board, faculty and staff with implementation plans where needed. Results from strategic plan consultations are integrated into strategic plan initiatives and the Provincial Program Director supports the Board in overseeing, coordinating and implementing the plan and tracking results.

Students have an opportunity to fill out very short evaluations as they complete each learning module, and the Course Professor Leads track these responses to inform areas for improvement.

Evaluation results are compiled by the DEIT and provided to Directors at each site for review. Feedback from face to face/seminar instructors about the course are received by Course Professor Leads and results are considered in annual updates to courses.

Professors receive statistics reports on exams and exam questions from the central DEIT office and use these to improve subsequent exams.

Clinical evaluations are used by preceptors and Course Instructors at each site to identify where students are progressing as needed, where students are struggling and may need additional clinical learning hours or other learning opportunities, and potentially where students may need to be advised to leave the program.

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

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

In Canada, new graduate Nurse Practitioners (NPs) must be master’s prepared. Thus, all applicants for the proposed program must hold a master’s degree in a health related field to apply to this program. The rest of the requirements are set out by the provincial consortium and are identical to the requirements of our MScN-PHCNP program.

- 1) Holding a Bachelor of Science in Nursing degree (or equivalent Bachelor of Nursing degree from an accredited university program)
- 2) Minimum of a B (B on 4pt scale) average in the last 2 years of study (graduate or undergraduate)
- 3) Active practicing registration with the College of Nurses of Ontario as a Registered Nurse

- 4) Evidence of 3640 hours of practice as a Registered Nurse within the past 5 years
- 5) Three letters of reference
- 6) Completion of personal essay questions

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

Candidate preference will be given to those who are: Ontario residents, work experience in nursing that has been continuous, evidence of understanding of the role of the Primary Healthcare Nurse Practitioner, work/clinical experience that demonstrates critical thinking, working with clients/patients in a collaborative, holistic, family-centred practice, and/or advancement of evidence-based practice. A CV is required for the application process, and a personal essay is also required. These questions and additional requirements can be found at: <https://www.yorku.ca/gradstudies/nursing/wp-content/uploads/sites/361/2023/10/Supplementary-Application-Form-PHCNP.pdf>

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

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

Graduate program-level classes at the School of Nursing typically do not exceed 15-20 students. However, as 5/7 of the NP program courses are delivered on York campus, face-to-face, and the intention at the provincial level is small group learning. Thus, we currently strive to not exceed 10 students per section. The specific Ministry of Health funding that the School of Nursing receives for the NP program currently reflects these small-group numbers. This would be no different in the proposed Graduate Diploma.

Should York University approve this program, the number of seats funded for the MScN-PHCNP from the Ministry of Health, would then be split into both MScN-PHCNP and the Post Master's PHCNP. However, since both streams of students could be part- or full-time, the streams and students will overlap. This also creates diversity of students from a training and career stage, and clinical experience perspective leading to richer discourse in learning environments.

For example, for 2024, the Ministry of Health will fund 40 students for the MScN-PHCNP program. Should the Graduate Diploma be available in 2025, with the same 40 seats funded by the Ministry, the School of Nursing would then accept a total of 40 MScN-PHCNP and PHCNP Graduate Diploma students (numbers in both streams will depend on applicant pool). As the Ministry of Health continues to increase the seats in this training program across Ontario, there is an additional advantage to having the Graduate Diploma option, as there may not be a growing number of qualified MScN-PHCNP applicants. Thus, having a pool of Master's-prepared applicants allows the School of Nursing flexibility and competitiveness in use of funds to fill all 40 (or increasing number) or seats funded by the Ministry.

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

As the program is delivered provincially, at the level of the consortium, the curriculum for this program is not created solely at York. Course leaders can be found at: <https://np-education.ca/about/our-course-developers/>.

All educators in this program must be master’s prepared and actively practicing as Primary Health Care Nurse Practitioners. (Requirement of CNO) At this time, the only Faculty at York University who meets this criterion is Dr. Mia Biondi, and as such, all other educators in the program are Nurse Practitioners and hired with a CUPE contract for the 5/7 courses delivered on-site at York School of Nursing. As funding is obtained per student, additional educators would be hired to address the need of additional sections. We currently have 4 consistent NP CUPE educators in this program, which due to qualifications and seniority, typically teach each term. However, each term we have other potential educators apply. These applications have been reviewed by the NP Program Coordinator, Dr. Biondi, and meet the qualifications. Thus, should additional sections be required, we do not anticipate difficulty in identifying these highly qualified educators, and importantly, educators must be actively practicing primary care, which is not always conducive to being tenure-stream full-time faculty. However, should this program be approved, we intend to explore hiring two 0.5 FTE NP educators utilizing the funding for the program from the Ministry of Health to the School of Nursing to support the NP program – so they can maintain their clinical practice, while having additional consistency term to term.

The following instructors taught the following courses in Fall 2023-Summer 2024

***Fall 2023***

**NURS5830 3.0 - Advanced Health Assessment and Diagnosis I**

Nicole Ilavsky – 2 sections, Kelly Van Camp – 1 section

**NURS5850 3.0 - Therapeutics in Primary Health Care I**

Joanne Opsteen – 1 section

Sonia MacDonald (Neri) – 1 section

***Winter 2024***

**NURS5840 3.0 - Advanced Health Assessment and Diagnosis II**

Nicole Ilavsky – 2 sections, Kelly Van Camp – 1 section

## **NURS5860 3.0 - Therapeutics in Primary Health Care II**

Joanne Opsteen – 1 section

Sonia MacDonald (Neri) – 1 section

### ***Summer 2024***

## **NURS5870 6.0 Integrative Practicum in Primary Health Care**

Mia Biondi – 2 sections

- 6.3** As applicable, and given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments<sup>6</sup> used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience.

The budget for the NP program is separate from the School of Nursing budget. It is based on a per-student increment, which captures all aspects of their time in the program. This includes time for the NP program coordinator, the practicum coordinator, program administrators, instructors, preceptor payments, travel, marketing, etc. In the PHCNP courses, all instructors must be Primary Health Care NPs, and therefore, most are contracted, which is reflected in increases in the budget when increases in class sections are required. We currently have 4 consistent NP CUPE educators in this program, which due to qualifications and seniority, typically teach each term. These instructors tend to return each semester courses are available. Orientation occurs each term by the course lead who is appointed by the consortium (not York University), and there is monthly and ad-hoc meetings between the instructors and the program coordinator. Any student concerns with theory or clinical placements are managed collaboratively. In addition, each term we have other potential educators apply. These applications have been reviewed by the NP Program Coordinator, Dr. Biondi, and meet the qualifications. Thus, should additional sections be required, we do not anticipate difficulty in identifying these highly qualified educators, and importantly, educators must be actively practicing primary care (as per the College of Nurses of Ontario), which is not always conducive to being tenure-stream full-time faculty. However, should this program be approved, we intend to explore hiring two 0.5 FTE NP educators utilizing the funding for the program from the Ministry

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<sup>6</sup> For programs in which sessional/adjunct faculty have a large role, provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the Program Learning Outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.



of Health to the School of Nursing to support the NP program – so they can maintain their clinical practice, while having additional consistency term to term.

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

In 2023, the Director of the School of Nursing supported the re-assignment of a dedicated computer lab space to become the NP skills lab. This setting supports small group learning, and has specific NP program technology, equipment, and tools. The areas for assessment mirror community primary care settings. Our Nursing Simulation Centre at the School of Nursing already incorporates DEDI through a diversity of training materials such as mannequins with different skin types, for example. The NP program also continues to invest in improving simulation for learners at this level. We recently invested in dedicated optometry and otoscopy to enhance case-based learning and have purchased a 3-D printer to support dermatology assessments using diverse skin types and presentations. We also invite guest speakers who are clinicians of diverse backgrounds practicing in diverse settings. These are just a few examples of how the program is already innovating simulation. The educators hired in the program also work with the preceptor pool of practicing MDs and NPs who are given an honorarium by York University, that is funded within the budget obtained for the program by the Ministry of Health. We are also continuing to expand our preceptor pool in community, long-term care, and acute care settings. We have already needed to do this to increase our seat number in the MScN-PHCNP stream, and since the number of placements will be the same, no change will occur. We have a high-quality preceptor pool, and placement assessment and evaluation are a major portion of our program’s accreditation by the College of Nurses of Ontario.

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

No additional resources are required. We have already expanded our MScN-PHCNP program independently, and the Graduate Diploma will be rolled into those seats.

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

There is not a formal research component to this Graduate Diploma program. Students require routine library access for assignments and the consortium provides clinical resources to all NP students through the online portal that all NP consortium students use in Ontario. The program will use standard York University library access.

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

No additional resource commitments are required. The entire program including portions of salary for support staff is already built into the NP program budget and increases per student.

Resources for Graduate Programs Only ([QAF 2.1.2.7](#))

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

There is not a formal research component to this Graduate Diploma program. Minimum requirements for educators and the training is outlined in 7.2, and the expertise and research experience of the NP Program Coordinator is described in 7.1. Discussion of these requirements are listed in 7.1 and 7.2.

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

This is not applicable as the number of seats funded will not change, and therefore, the number of admission funding awards also will not be modified.

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

This is not applicable as the number of seats funded will not change, and therefore, the workload should not change for anyone involved with the Graduate Diploma.

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

- 7.1** Provide evidence of quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)<sup>7</sup> and staff to achieve the goals of the program.

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<sup>7</sup> This section is distinguished from the section on [Resources](#) (questions 25-31) ([QAF 2.1.2.6 a](#)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas questions 25-31 ([QAF 2.1.2.6 a](#)) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.

**Faculty:** In recent years, with interest and additional funding from the Ministry of Health, the MScN-PHCNP program has grown from 21 new admissions (in 2022) to 40 new admissions (2024). This program will be under the graduate program within the School of Nursing and be facilitated in tandem with the current NP program, and therefore, ultimately falls under the umbrella of the Graduate Program Director (GPD) of the School of Nursing. The GDP within the School of Nursing is currently Dr. Christine Kurtz Landy, a tenured Associate Professor, and PhD-prepared Registered Nurse. Unlike the MScN-generic program within the School of Nursing, the MScN-PHCNP and what is proposed to be the PHCNP Graduate standalone program has a specific program coordinator. The coordinator of this program is Dr. Mia Biondi, Assistant Professor in the School of Nursing, a PhD-prepared Primary Health Care Nurse Practitioner. All educators in the PHCNP portion of the program must be trained and registered with the College of Nurses of Ontario as a Primary Healthcare Nurse Practitioner. In addition, to maintain as active licence as a Nurse Practitioner in Ontario, all NPs must continue to actively practice and see patients. Thus, as listed on her CV, Dr. Biondi also maintains clinical practice in both primary healthcare and in three focused practice disease areas. Dr. Biondi also has a well-funded, rigorous, clinical research program and is a clinical, education, and research leader in HIV prevention, and hepatitis B and C clinically in Canada (see attached CV). The program coordinator works with the GPD to evaluate and admit applicants, and the main liaison between the consortium and York University. Other aspects of the role include overall program improvement including pass rates of first attempt of the board exam, student progression, placement safety issues, and exam reviews. The Director of The Nursing Simulation Centre, Dr. Laura Nicholson, has a Doctorate in Education. Dr. Nicholson supports the NP program in simulation planning, OSCE planning, and overall space management for in-person course planning for the NP program.

**Staff:** The Operations Manager for the School of Nursing oversee all staff involved in the program as well as the budget. Our graduate program assistant spends at least 50% of their time supporting the NP program. This includes responding to admission inquires; supporting any program events such as orientation and exams; course registration, switching streams, dropping courses/leaves of absence, as well as appeals and petitions. The Manager of the Nursing Simulation Centre also supports the NP program to assist with sourcing and purchasing equipment, as well as maintaining it.

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

All educators in this program must be master's prepared and actively practicing as Primary Health Care Nurse Practitioners.

### **Qualifications Required**

- Registration with the College of Nurses of Ontario as a Nurse Practitioner in Primary Health Care (photocopy of your registration certificate must accompany your letter of application);

- Master's preparation in Nursing or a related Master's (i.e. MSc, MPH, Health Policy, Health Administration, Epidemiology);
- Five years of experience as an NP-PHC, with at least two years as an NP where primary care is the focus or integrated;
- Experience in teaching and/or supervising students at the BScN and/or NP-PHC program level in the classroom or clinical setting;
- Experience with facilitating small group learning in person and utilizing digital technologies.

### **Qualifications Preferred**

- PhD;
- Experience in teaching and/or supervising students at the NP-PHC level;
- Previous experience with the Ontario PHCNP Program.

### **ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:**

- **Appendix A:** Curriculum map
- **Appendix B:** All course outlines and the CNO NP entrance to practice competencies, as the courses are already developed **NOT COPIED FOR SENATE, Available upon request from the Secretariat**
- **Appendix C:** Faculty CVs for educators in the program. **NOT COPIED FOR SENATE, Available upon request from the Secretariat**
- **Appendix D:** Library Statement
- **Appendix E:** Letters of Support
- College of Nurses Letter of Support
- Ontario Primary Health Care Nurse Practitioner Program Letter of Support
- Dean's Letter of Support
- Provost's Letter of Support

**APPENDIX A: Curriculum Mapping and Assessments**

Master's level Graduate Degree Level Expectations	Program Learning Outcomes	Relevant Courses	Assessment of Achievement  (evaluative exercises that demonstrate the student has achieved this in the particular course)
<p>1. Depth and breadth of knowledge</p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice</p>	<p>1. Integrate NP practice experience with a Master of Nursing level of theory, diagnostic reasoning, and related knowledge, in collaboration with the client and health care team to meet the primary health care needs of residents in Ontario</p>	Roles and Responsibilities	Assignment 1: Exploring the PHC Nurse Practitioner. The purpose of this assignment is to develop your ability to clearly articulate the role of the primary health care NP as it relates to a PHC practice model that is of interest to you. In addition to more traditional models of care, this paper invites you to consider NP roles in a variety of settings which could include independent practice, specialized patient populations, new virtual care models of health etc.
		Pathophysiology	Midterm and Final Exam, Weekly Module Quizzes, Clinical Consult Presentation, Written Assignment
		Advanced Health Assessment and Diagnosis (AHAD)	Comprehensive physical exam demonstration; learning plan; placement evaluation; Objective Structured Clinical Evaluations (OSCE's)
		Therapeutics	Tutorials; Exams; Therapeutic care plans; Case studies, Clinical Placement
		Integrated Practicum (IP)	Quality Improvement Assignment; Foundation for Medical Practice Education  Problem-Based Small Group Modules/Discussions with added Critical Thinking Questions (Students lead/participate at each seminar); Clinical Placement Evaluation; Learning Plan
2. Research and scholarship	2. Apply and disseminate knowledge and	Roles and Responsibilities	A written paper that involves a critical evaluation of NP research



<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> <li>a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>c. Enables a treatment of complex issues and judgments based on established principles and techniques; and,</li> </ul> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> <li>a. The development and support of a sustained argument in written form; or</li> </ul> <p>Originality in the application of knowledge.</p>	<p>collaborative research activities to embed evidence into practice.</p>		<p>in relationship to an NP's practice setting.</p> <p>Interview with practicing NP and development of scholarly written paper, involves transcribing recorded interview and synthesizing in relation to NP standards, competencies as per the NP's unique practice areas.</p>
		<p>Pathophysiology</p>	<p>Written Assignment (Letter of Information, News Article Critique), Clinical Consult Presentation</p>
		<p>Therapeutics</p>	<p>Assignment 2: Critical Appraisal of Research</p>
		<p>Integrated Practicum (IP)</p>	<p>Quality Improvement Plan</p>

<p>3. Level of application of knowledge</p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>3. Practice safely, ethically, competently and with integrity as an entry level NP within the primary health care area of specialty and within NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario.</p>	<p>Roles and Responsibilities</p>	<p>Module 4 Learning Outcome: Explain the ways in which a nurse practitioner could enact a research role within his/her practice.</p>
		<p>Pathophysiology</p>	<p>Written Assignment (Letter of Information, News Article Critique), Clinical Consult Presentation</p>
		<p>Advanced Health Assessment and Diagnosis (AHAD)</p>	<p>Paper: critique of an assessment tool; Paper: case critical analysis</p>
		<p>Therapeutics</p>	<p>Critical appraisal research paper. Clinical placement; Tutorials; Exams; Therapeutic care plans; Case studies</p>
		<p>Integrated Practicum (IP)</p>	<p>Quality Improvement Assignment; Clinical Placement Evaluation; Foundation for Medical Practice Education Problem-Based Small Group Modules and Discussions with added Critical Thinking Questions; Learning Plan</p>
<p>4. Professional Capacity/Autonomy</p> <p>a. qualities and transferable skills necessary for employment requiring:</p> <p>a. The exercise of initiative and of personal responsibility and accountability; and</p>	<p>6. Enact PHCNP program's philosophy and concepts including advanced nursing practice, primary health care, scholarship sustained practice, relationship-centered practice,</p>	<p>Roles and Responsibilities</p>	<p>Assignment 2: To familiarize self with the various practice settings in which PHCNPs work (example: NP Led Clinics, Family Health Teams, Community Health Centres, Long Term Care, Corrections &amp; Mental Health etc). To explore the collaboration network that the PHCNP utilizes. Develop your knowledge of current issues in PHCNP practice (for example,</p>

<p>b. Decision-making in complex situations;</p> <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>The ability to appreciate the broader implications of applying knowledge to particular contexts</p>	<p>and collaborative practice</p> <p>7. Demonstrate advanced nursing leadership competencies such as acting as an agent of change, advocating for primary health care policy and health services changes, resolving conflicts, and acting or addressing professional and client-related ethical issues</p> <p>8. Understand and recognize legislative and political forces that drive health policy in order to manage the interaction between clients, systems of care, and primary health care outcomes.</p>		<p>the impact of increased delivery of telehealth and virtual care during the pandemic or specific issues related to care in relation to pandemic circumstances). To identify any potential legislative or organizational challenges to the implementation of a full scope of PHCNP practice. Identify opportunities for growth and change in the practice setting described in the NP interview. This may be further expanded by addressing policies or legislation.</p> <p>Participation grade of virtual seminars includes critical appraisal of Module Resources.</p>
		Pathophysiology	Regular attendance at Live (Virtual) Class sessions
		Advanced Health Assessment and Diagnosis (AHAD)	Learning plan; Clinical evaluation
		Therapeutics	Clinical placement; Tutorials, Exam, What if question in each module
		Integrated Practicum (IP)	Clinical Placement Evaluation; Final Self-Evaluation Reflection on Leadership & Education Competencies; Mid-Term Exam; Final Exam; Foundation for

			Medical Practice Education Problem-Based Small Group Modules and Discussions with added Critical Thinking Questions; Learning Plan
5. Level of communication skills The ability to communicate ideas, issues and conclusions clearly.	4. Show effective communication, collaboration and consultation skills with the health care team and clients.  5. Demonstrate intra- and interprofessional competencies related to practice, teaching and scholarship.	Roles and Responsibilities	Module 1 -12 include biweekly Live Seminar sessions where students articulate and present topics in Relation to Primary Health Care, NP scope of practice, standards and competencies.  Assignment 1: Peer feedback in written format on assignment  Assignment 2: Oral presentation of information and conclusions drawn from the NP interview.
		Pathophysiology	Live (Virtual) Class session attendance, Clinical Consult Presentation, Written Assignment
		Advanced Health Assessment and Diagnosis (AHAD)	Clinical placement evaluation, Paper: consult letter
		Therapeutics	Tutorials, therapeutic care plans, clinical placement
		Integrated Practicum (IP)	Clinical Placement Evaluation; Final Self-Evaluation Reflection on Leadership & Education Competencies; Foundation for Medical Practice Education Problem-Based Small Group Modules and Discussions with added Critical Thinking Questions
6. Awareness of limits of knowledge Cognizance of the complexity of knowledge and of the potential contributions of other	3. Practice safely, ethically, competently and with integrity as an entry level NP	Roles and Responsibilities	Quizzes 1 - 4.

interpretations, methods, and disciplines	within the primary health care area of specialty and within NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario		
		Pathophysiology	Live (Virtual) Class session attendance, Clinical Consult Presentation, Written Assignment
		Advanced Health Assessment and Diagnosis (AHAD)	Learning plan, clinical evaluations; Paper: critical case analysis
		Therapeutics	Tutorials, case studies, clinical placement
		Integrated Practicum (IP)	Clinical Placement Evaluation; Final Self-Evaluation Reflection on Leadership & Education Competencies; Foundation for Medical Practice Education Problem-Based Small Group Modules and Discussions with added Critical Thinking Questions; Learning Plan



# Memorandum

**YORK UNIVERSITY  
LIBRARIES**

**Office of the Dean**

516 Scott Library  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5601  
F 416 736 5451  
www.library.yorku.ca

To: Mia Biondi, NP Program Coordinator, School of Nursing

From: Joseph Hafner, Dean of Libraries



Date: October 11, 2024

Subject: Graduate Diploma - Primary Health Care Nurse Practitioner Deans Letter

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

We encourage the program to connect with us to explore curricular integration opportunities with the Digital Scholarship Centre, as the Libraries offer resources for faculty to integrate a range of digital research methods into curriculum, such as data visualization.

We look forward to contributing to the success of students and faculty in the Primary Health Care Nurse Practitioner Graduate Diploma Program at York University.

cc: Sheril Hook, Associate Dean Libraries, Teaching and Learning  
Ilo Maimets, Health & Science Librarian, Student Learning & Academic Success Department





## **New Program Proposal for the Graduate Diploma – Primary Health Care Nurse Practitioner, School of Nursing**

York University Libraries Support Statement

Fall 2024

Submitted by Ilo-Katryn Maimets, Health and Science Librarian

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### **Introduction**

This statement of library support for the proposed **New Program for the Graduate Diploma – Primary Health Care Nurse Practitioner, School of Nursing** has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes the level of support that York University Libraries is able to provide for this program offered in the Faculty of Health (FoH) on the Keele campus. In particular, York University already delivers the PHCNP program as a part of a consortium of nine University Schools of Nursing in Ontario (<https://np-education.ca/about/program-overview/>). This new proposed diploma program is designed for students who are practicing nurses who already hold a Master’s degree, and wish to obtain the Nurse Practitioner (NP) component without needing to obtain a second Master’s degree. Hence the program will deliver the identical curriculum, content, and learning objectives of the current NP program, but without the MScN courses.

The Libraries currently support numerous FoH programs that include Undergraduate, Master’s, and PhD level nursing programs through collections, instructional services, research assistance, access to knowledge resources, supporting research dissemination and providing adaptive services.

The Libraries deliver services and expertise to the campus community through the six departments, several of which provide direct support and focused expertise to students and faculty in the Faculty of Health.

- 1. Research and Open Scholarship Division** comprises 2 departments: *Content Development and Analysis (CDA)*, and *Open Scholarship (OS)*, which are responsible for acquiring and promoting content and distinctive collections to support the curricular and research needs of faculty, researchers and students; and for aligning library activities with research intensification across the campus.
- 2. Teaching and Learning Division** comprises 2 departments: *Curriculum and Course Support (CCS)*, and *Student Learning and Academic Success (SLAS)*, which

are responsible for seamlessly coordinating reference, circulation, course reserves and accessibility services across the libraries; and for developing a structured integrative online and on-site instructional program to develop students' information and academic literacies.

- 3. Digital Engagement and Strategy Division** comprises 2 departments that are outward facing: *Metadata, Discovery, & Access (MDA)*, and *Digital Scholarship Infrastructure (DSID)*, which are responsible for providing seamless access to and discovery of resources; and for new ways of teaching and conducting research that foster collaboration, publication, dissemination, discovery, visualization, and analysis. Also in this division are 2 departments that tirelessly ensure that the technology around our collections, teaching and learning, and scholarship, is well designed, supported and protected, and these are the *Library Digital Services* and *Library Digital Systems and Initiatives Departments*.

## Research and Open Scholarship

### Content Development and Analysis

Content Development & Analysis (CDA) works closely with health librarians to build and strengthen subject-specific collections and to keep abreast of research and curricular developments. This department is particularly attentive to advocating for fair and appropriate licensing terms so that students and faculty have the broadest possible access to these materials. The Libraries are also actively working on providing education and support to the campus on open educational resources (OER), an increasingly vital component of the academic content landscape.

CDA recently adopted an "ePreferred" policy which means that, wherever possible and appropriate, research content is acquired electronically. This policy has served us well during the Covid pandemic, which has accelerated a surge in acquiring and providing access to online materials. The ePreferred policy is further supported by a philosophy of Open Scholarship and Open Access, a movement that is gaining momentum in libraries around the world.

### Location of Print Resources

The Libraries' collection comprises print, electronic, audio-visual, and microform resources in the form of monographs, journals, reference materials, films, videos, DVDs, government documents and statistics. Digital/electronic resources can be accessed from all libraries and off- campus through the York Libraries' web site.

The major portion of the print nursing collection is concentrated in the Steacie Science and Engineering Library. Scott Library, the main Social Sciences library, houses much of the supporting collection and some resources can also be found in

the Peter F. Bronfman Business Library, and in the Nellie Langford Rowell Library (Women's Studies). The Sound and Moving Image Library, located in the Scott Library, holds a significant collection of audiovisual materials for nursing and some resources are available at Steacie Science & Engineering Library. Print government documents and the microform collection are housed at Scott Library, and increasingly, national and international government documents are being made available online. The Libraries also purchases French language resources, and these are primarily located at the Frost Library located on the Glendon campus.

### **Print & electronic books (e-books)**

The trend in academic library collecting is to pool resources for the greater good. York University Libraries belongs to many consortia, including CRKN and the Ontario Council of University Libraries' Scholars Portal and Collaborative Futures. These partnerships make available materials from numerous university libraries that are now discoverable through Omni, the Libraries' new search interface shared by 14 Ontario universities. See the library home page for direct access to Omni: <https://www.library.yorku.ca>. The demand for e-books and online journals is increasingly fulfilled through our involvement and memberships in these consortia.

### **Relevant Databases & Indexes**

York University provides access to a number of library research databases, and those pertaining directly to nursing are collated in the Nursing Research Guide at: <http://researchguides.library.yorku.ca/nursing>. These include but are not limited to:

- CINAHL (EBSCO)
- Nursing and Allied Health Source (ProQuest)
- Medline (PubMed and OVID)
- Embase (OVID)
- Web of Science (Clarivate)
- Public Health Database (ProQuest)
- Global Health (OVID)

and a number of databases from related fields such as:

- Psyc/NFO (OVID and ProQuest)
- ERIC (ProQuest)
- Social Work Abstracts (OVID)

A collection of databases are also included that support Evidence-Based Practice in Nursing. Some of these are:

- Evidence Based Medicine Reviews (OVID),
- JBI (OVID)

Links are also provided to provincial and national standards of practice and best practice guidelines from this research guide. A search engine created by the OPHLA searches all of the governmental Health websites in Canada, from the Federal, to the Provincial, and local levels, as well as all the Collaborating Centers for Health.

## List of Related Relevant Research Guides

Content is also discoverable through customized subject and course guides that are created by librarians, archivists, and library staff. These guides are easily accessed from the Libraries' homepage and are very popular and particularly helpful for student assignments. All library guides can be linked and made available to students via their course management system (eClass). See, for example:

- Nursing: <http://researchguides.library.yorku.ca/nursing>
- Systematic and Scoping Review Guide: <https://researchguides.library.yorku.ca/c.php?g=733388>
- Health: <http://researchguides.library.yorku.ca/health>
- Health Industry Management: <http://researchguides.library.yorku.ca/healthindustrymanagement>
- Health Studies & Global Health: <https://researchguides.library.yorku.ca/health>
- Kinesiology: <http://researchguides.library.yorku.ca/kinesiology>
- Social Work: <http://researchguides.library.yorku.ca/socialwork>
- Psychology: <http://researchguides.library.yorku.ca/psychology>
- Education: <http://researchguides.library.yorku.ca/education>
- Social Sciences: <http://researchguides.library.yorku.ca/socialscience>
- Data and Statistics: <http://researchguides.library.yorku.ca/data>

## Teaching and Learning Division

### Student Learning and Academic Success

Information Literacy is an essential component of all students' education and is integral to Graduate Degree-level Expectations and Learning Outcomes. While the Research and Open Scholarship Division of the libraries focuses on provision of resources, it is imperative that students learn how to find, integrate and synthesize the knowledge for their coursework, research projects, and dissertations.

The Teaching and Learning Division facilitates critical engagement with information as this is an integral component of scholarly discourse and fundamental when involving students in teaching and learning. The Student Learning and Academic Success Department works with librarians across the libraries to advance a coordinated approach to developing students' digital and information literacies. The Libraries currently offer course-specific information literacy instruction for many courses in Nursing that are geared to course requirements and assignments and/or developing effective search strategies and evaluating information found in various health information sources. Course directors regularly request library workshops for students



using the online library class request form (<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>).

### **Program Objectives and the Libraries:**

The Libraries' instructional offerings include information literacy that encompasses evidence-based practice principles, and this is paramount for graduating top practitioners and researchers in this burgeoning field.

Section 3.2 of the new program proposal reiterates the learning objectives that are already developed for and identical to the current MHScPHCNP program delivered at York. The second objective is: *Apply and disseminate knowledge and collaborative research activities to embed evidence into practice*; and is supported by the program. All new graduate students are required to attend a 3-hour co-curricular workshop that strategically teaches them to conduct evidence-based healthcare research for the library resources and background that are necessary for in-depth research for their course assignments. Individual faculty members can subsequently make arrangements with a librarian to lead an integrated course-specific research workshop online or in the classroom. This additional 3-hour library workshop empowers students to conduct in-depth and systematic research to answer clinical questions. Though not mandatory, most students in the MHScPHCNP program receive it as part of the NURS5100 and/or the NURS5300 course.

### **RECOMMENDATION:**

A 3-hour workshop offered either in-class or concurrently alongside the NURS5810 pathophysiology class that focusses specifically on finding the best evidence to answer a research clinical question would be a highly recommended offering that would be in line with the program's second objective. How to find the best evidence and be comprehensive in it could take the form of a 2-3-hour hands-on workshop that covers the resources and processes for finding the best evidence to inform practice.

### **Additional resources**

All faculty and students have access to

- *Zotero*, a web-based citation management program, to store and format citations to books, journal articles and other scholarly resources. This software is available free-of-charge to all users.
- *Covidence*, a software designed to optimize and streamline the systematic review process, from deduplicating results from multiple sources to title-abstract and full-text screening of articles for inclusion; applying inclusion/exclusion criteria; and automatically generating PRISMA flow charts.

## **Course Support and Specialized Consultations**

The Curriculum and Course Support Department offers circulation and reserve services, in addition to accessibility, interlibrary loan, and research help services designed to empower York students to access, discover, and critically engage with diverse collections and resources at York and beyond. Digital/electronic resources can be accessed from all libraries and off-campus through Omni, the York University Libraries' catalogue. Articles not accessible in our online collection can also be requested free of charge through Omni, the interlibrary loan system, and these are delivered directly to the requester's e-mail.

Students can get on-demand library research help using chat services, now featuring zoom integration, available from the library home page:

<https://www.library.yorku.ca/web/ask-services/>. For more specialized and advanced queries, York University Libraries has an online consultation booking system:

<https://www.library.yorku.ca/web/ask-services/book-a-consultation-with-a-librarian/>. Students and Faculty members can book Zoom consultations with subject specialists or data librarians through this service.

## **Digital Engagement and Strategy Division**

The Open Scholarship Department works to help researchers realize the benefits of open access publishing and open science practices through the following services: open access publishing and author rights consultations, research data management consultations, scholar visibility support, and research data deposit and discovery support. For more information, see the Open Scholarship website:

<https://www.library.yorku.ca/web/about-us/open-scholarship/>.

## **Digital Scholarship Infrastructure and Open Scholarship**

Students and faculty who are seeking assistance with digital publishing, open repositories, Creative Commons licensing, digitization best practices, digital preservation, grant applications and research project design may consult with the Digital Scholarship Infrastructure Department (DSI) at:

<https://www.library.yorku.ca/web/collections/digitalscholarship/> York Libraries provides support for the Faculty of Health around scholarly communications.

For more information and to answer questions about Scholarly and Open Access Publishing, please see the website at:

<https://www.library.yorku.ca/web/research-learn/research/oapublishing/>

## **Research Data Management**

Access to research data for reuse and repurposing has become a criterion of increasing importance to granting agencies. York University Libraries' Research Data Management services provide educational support to graduate students and faculty members in various areas related to research data, including data management planning, data collection, data organization and documentation, data sharing and preservation. Librarians are available to assist with compiling research data management reading material for instructors to include in their course syllabi; working with instructors to develop teaching and assessment modules on research data management that is relevant to the course objectives; working with students to solve research data management problems related to the course objectives; teaching research data management workshop in classes to raise awareness of the importance of research data management and introduce students to research data management best practices in their research fields.

## **Conclusion**

Library support for the School of Nursing is extensive and covers all aspects from collections, through access, to user assistance. This support stems from collaborations between the librarians, faculty members and the student community. In reviewing the descriptions of the courses and programs that are offered in nursing, it is evident that the library collections are well equipped to support the courses offered. Access to resources has been a focus of the libraries for a number of years, and has led to increases in collaborative initiatives such as the Ontario Learning Resources for Nursing (OLRN), the Ontario Council of University Libraries, the Canadian Research Knowledge Network (CRKN), the OMNI Union Catalogue for accessing resources including interlibrary loans and document delivery, and Scholars Portal for a collaborative information gateway of software and resources, to name a few. Developments in these areas are ongoing with a focus on improving desktop access for faculty and students. Finally, the library is committed to providing instructional and reference support to assist students and faculty with information needs that arise in the contexts of teaching, learning and research. York University Libraries look forward to maintaining these important working relationships so that the Libraries have the resources in place to support the Faculty of Health's plans for growth and diversification, as new courses are introduced and new faculty are appointed.

In summary, I would state that we are well positioned to support the New Program Proposal for the Graduate Diploma - Primary Health Care Nurse Practitioner at the School of Nursing, Faculty of Health at York University.

## Appendix E: Letters of Support



### FACULTY OF HEALTH

#### Office of the Dean

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Fax 416 736 5760  
healthdn@yorku.ca  
www.health.yorku.ca

**From:** David Peters, Dean

**Date:** April 26<sup>th</sup>, 2024

**Subject:** Post-Master's Diploma – Primary Health Care Nurse Practitioner

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This is to acknowledge our support for the *Post-Master's Diploma - Primary Health Care Nurse Practitioner* program to be hosted by the School of Nursing. As proposed, this program will address a critical gap in the health system, where there a great need for Primary Health Care Nurse Practitioners (NP). It also fills an area where there is considerable demand, and creates a rapid pathway for nurses that already have masters degrees to obtain the necessary competencies and credentials to fulfill those roles.

In recent years the scope of NPs has expanded considerably to include all practice environments and populations. In developing a one-year post-masters diploma, York will join six other Universities in Ontario that offer a similar training option (<https://www.cno.org/>), and in so doing will support the Ministry of Health's goal to increase primary healthcare system capacity. The proposed *Post-Master's Diploma* is well aligned with the Faculty of Health's Strategic Plan, particularly in the area of *Creating Opportunity for Student Engagement and Impact*, that calls out for new professional programs in important areas including nursing. It is also supportive of the recently announced York School of Medicine that focuses on primary health care and inter-professional teams, wherein nurse practitioners play leading roles. By improving access to training for nurse practitioners in Ontario, this program supports efforts to diversify and build capacity, and will be aligned with anticipated interprofessional practice opportunities of the School of Medicine and Vaughn Healthcare Precinct.

In summary, the Faculty of Health supports the establishment of the *Post-Master's Diploma – Primary Health Care Nurse Practitioner*. As this diploma makes use of existing infrastructure and personnel, we do not anticipate any overlap or any competing resource implications.

Sincerely,

A handwritten signature in black ink, appearing to read "David Peters".

David Peters, MD  
Dean, Faculty of Health





## Memo

To: Chair, ASCP

From: Marcia Annisette, Vice-Provost Academic

Date: October 21, 2024

Subject: Support for New Post Master's Diploma – Primary Health Care Nurse Practitioner Program, Faculty of Health

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I write this letter in support of the new Type 3 Post-Master's Diploma, Primary Health Care Nurse Practitioner Program (PHCNP) proposed by the School of Nursing, Faculty of Health.

This new diploma will build professional capacity in primary healthcare, offering an additional pathway for those with graduate training in nursing (MScN) to become Nurse Practitioners. This program uses the curriculum and content already in place in the School of Nursing, as determined by the nine-university consortium of nursing schools in Ontario. All activities required for the delivery of this diploma already occur in the existing MScN-PHCNP program at York University. The Ministry of Health currently funds 40 seats in the MScN-PHCNP program and continued increases in funded seats are expected. As the number of qualified MScN-PHCNP applicants has not kept pace with the number of seats the Ministry funds, students entering the diploma program will ensure that all 40 Ministry-funded seats and any increases in that number will be filled. The entire program, including salary for support staff, has been built into the existing Nurse Practitioner program budget, which will evidence tuition revenue increases as a result of increased student intake.

With an anticipated first intake in Fall 2025, this program will bring York's School of Nursing in line with other universities in the consortium that already offer the standalone Post-Master's Diploma. This pathway is consistent with the goals of the Faculty of Health and the University toward increased health equity and access to a high-quality education within a research-intensive university, and in striving to meet the United Nations' Sustainable Development Goal Challenge.





COLLEGE OF NURSES  
OF ONTARIO  
ORDRE DES INFIRMIÈRES  
ET INFIRMIERS DE L'ONTARIO

THE STANDARD OF CARE.  
L'EXCELLENCE EN SOINS

101 Davenport Road, Toronto, Ontario  
Canada M5R 3P1 [www.cno.org](http://www.cno.org)  
Telephone 416 928-0900  
Toll Free (Canada) 1 800 387-5526  
Facsimile 416 928-6507

101, chemin Davenport, Toronto (Ontario)  
Canada M5R 3P1 [www.cno.org](http://www.cno.org)  
Téléphone 416 928-0900  
Sans frais (Canada) 1 800 387-5526  
Télécopieur 416 928-6507

September 25, 2024

Dear York University Senate Committee,

Mia Biondi, Assistant Professor & NP Program Coordinator, has informed the College of Nurses of Ontario (CNO) that York University's School of Nursing is aspiring to offer a Nurse Practitioner (NP) Post-Master's program.

York University's Primary Health Care NP Master's program is currently undergoing their comprehensive program approval review (with all other Ontario NP programs) for approval by CNO Council June 2025. The comprehensive review consists of evidence for structural and process indicators, including integration of the revised NP entry level competencies into the curriculum.

Our understanding is that York's new NP post-master's program will utilize the same curriculum as that of York's NP Master's program. In anticipation that CNO Council approves York's NP Master's program in June 2025, your NP post-master's program will automatically be approved, and will be listed on CNO's Ontario approved nurse practitioner programs webpage <https://www.cno.org/en/become-a-nurse/approved-nursing-programs/np-programs/>

Please do not hesitate to reach out with questions, or points of clarification.

Kind regards,

Nathalie Peladeau, RN, MScN  
Education Consultant  
College of Nurses of Ontario

Guillaume SEMBLAT  
Provincial Program Director  
Ontario Primary Health Care Nurse Practitioner Program  
Council of Ontario Universities  
E: [gsemb@np-education.ca](mailto:gsemb@np-education.ca)



Dear York University Senate Committee,

As the new Director of the PHCNP program, with over 16 years of experience within the PHCNP program, I am pleased to fully support York University's initiative to establish a stand-alone post-master's diploma, as several of our consortium of 9 universities have already done (McMaster University, Toronto Metropolitan University, University of Ottawa, Western University, University of Windsor, Queens University).

I am confident that this new degree will meet the needs of future York University students, and will expedite the training of students who already have a Master's degree at York University.

Sincerely,

**Guillaume Semblat**

A handwritten signature in blue ink that reads "Guillaume Semblat". The signature is written in a cursive, flowing style.



## University Policy

### Academic Conduct Policy and Procedures

<b>Topic:</b>	Academic Honesty and Student Appeals
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	27 June 2024
<b>Effective Date:</b>	1 September 2024
<b>Last Revised:</b>	N/A

#### 1. Preamble

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

#### 2. Purpose

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

The Policy:

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

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

### **3. Scope and Application**

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

### **4. Definitions**

In this policy,

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

A PPR Designate may 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

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);

## ASCP Appendix B

- 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;

## ASCP Appendix B

- 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.

- 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) and associated processes of the Faculty of Graduate Studies.
- c. Allegations of academic misconduct pertaining to the falsification of one's identity, academic record or other related materials used for the purposes



of gaining admission to a program or course at the University, or for reactivating registration, will be dealt with by the Office of the University Registrar.

- d. Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty or unit will have carriage of the matter.
- e. Where appropriate, academic misconduct allegations will be communicated to relevant units, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming.
- f. If the student is suspected of having committed academic misconduct in work related to a funded research project, the Office of Research Services will be notified. In these instances, the academic misconduct process will be determined by the granting agency working with the President's Office.
- g. If the student is an employee at York and is suspected of using information or resources from their employment to commit academic misconduct, the matter may also be investigated in accordance with appropriate collective agreement and Human Resources procedures.
- h. Allegations of academic misconduct **may** be referred to the Office of Research Ethics (ORE) for independent review at the outset of the academic misconduct process or after a finding of breach, whereas it is a **requirement** to refer a case of suspected breach of the Responsible Conduct of Research Policy to the ORE.
- i. All findings of academic misconduct shall be communicated to the PPR and/or PPR Designate in the student's home Faculty.

### 5.4 Investigations

- a. Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice.
- b. Findings of academic misconduct are made according to a balance of probabilities and not bound by formal rules of evidence applicable in courts of law.
- c. The PPR may delegate authority for certain Academic Conduct matters to PPR Designates. Such delegations may vary according to the size of the

Faculty, its internal governance structure, and its disciplinary standards for academic conduct.

- d. Investigations of allegations of academic misconduct of a student may be conducted by a PPR, PPR Designate or appropriate Faculty or University-level body to be identified by the Senate Appeals Committee, according to associated Procedures.
- e. Investigations must be initiated in a timely manner, normally within 10 business days of the alleged misconduct being brought, in writing, to the attention of the PPR 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.

- 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. In keeping with Ontario laws governing the protection of privacy, a request for disclosure of any information about academic conduct will be considered in the first instance by the Office of the University Registrar, the University's sole central repository for its records concerning students.~~

### 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

## ASCP Appendix B

- denial of permission to use certain facilities of the University, including computer facilities, studios, and laboratories, for a Designated period of time.
  - x. suspension from the University for a definite period ranging from one term to up to six consecutive terms (two years), effective either immediately or at the conclusion of the academic session during which the sanction is imposed; students may or may not be permitted to complete courses that are ongoing at the time of a decision but will be withdrawn from any courses in which they have registered and which would begin during the suspension;
  - xi. expulsion from the University;
  - xii. withholding or rescission of a York degree, diploma or certificate, or another credential;
  - xiii. rescission of admission to the University;
  - xiv. transcript notation, which may be permanent or for a specified period of time and may be combined with any sanction, but will always be included with suspensions, expulsions and the withholding or rescission of a degree, diploma, certificate or other credential; and
  - xv. suspension or expulsion from the University and withholding or rescinding a degree may only be imposed by a Faculty Appeals Committee. The Faculty Appeals Committee is required to report expulsions to the Senate Appeals Committee.
  - xvi. When a Faculty decides to rescind a degree, diploma or certificate, or applies another penalty that may be considered negatively transformational, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.
- b. Sanctions will take into account all the circumstances of the case, including but not limited to:
- i. whether it is a first or subsequent offence;
  - ii. the relative weight of the assignment in question;
  - iii. student's academic experience;
  - iv. the severity of the conduct;
  - v. whether the student accepted responsibility for the conduct;

- vi. the extent to which the integrity of the student evaluation process was impaired;
- vii. the extent of the harm caused to the University, one or more of its members, and/or third parties;
- viii. academic misconduct by a graduate student will generally result in more severe consequences than for undergraduate students;
- ix. extenuating circumstances or aggravating factors that may help explain the action taken by a student.

### 5.7 Appeals

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

## 6. Roles and Responsibilities

- 6.1 All **members of the University community** (students, faculty, instructors, staff, and invigilators) have responsibility for upholding the standards of good academic conduct as set out in this policy. All members of the University have the responsibility to:



- a. identify and report incidents of academic misconduct in a timely manner to the relevant unit or Faculty Dean's office;
- b. provide assistance and cooperation in investigations and adjudication processes; and
- c. engage in the promotion of education and related remedial activities associated with this Policy.

6.2 It is the responsibility of **students** to:

- a. read and become familiar with this Policy and to comply with the principles and practices of good academic conduct set out herein;
- b. become familiar with related educational resources including, but not limited to those offered through the office of the Vice-Provost academic; York University libraries; York University Writing Centre, and at the Faculty level.
- c. follow their instructors' expectations for using text-, image-, code-, or video-generating artificial intelligence (AI); referencing sources; group work and collaboration, and be proactive in pursuit of clarification and resources to support these expectations;
- d. take necessary precautions to prevent their work from being used by other students;
- e. use course and exam software in a manner that is consistent with this policy; and
- f. act in accordance with this policy and/or the Policy on Responsible Conduct of Research when conducting and reporting research.

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

- a. read and become familiar with this Policy and comply with the principles of good academic conduct set out herein;
- b. communicate with and support students in following instructors' expectations for using text-, image-, code-, or video-generating AI; referencing sources; conducting group work and collaboration;
- c. encourage and support students to uphold the principles and standards of good academic conduct when conducting and reporting research;

- d. include a statement on academic integrity on course syllabi. 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 matter in order to fulfil the duty to comply with procedural fairness and natural justice.

### **7. Review**

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

### **8. Procedures**

- 8.1 Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice:
  - a. the student will first be informed by the PPR or PPR Designate of the allegations against them and then will normally have access to any available evidence against them;
  - b. the student will be informed of their right to have a Support Person throughout the process;
  - c. the student will be provided with an opportunity to respond to the allegations and evidence against them;
  - d. while admissibility is not governed by the formal rules of evidence, appropriate weight will be given to evidence based on its credibility or reliability; and
  - e. the student will have the right to request leave to appeal a decision.
- 8.2 Reporting Suspicion of Academic Misconduct

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

### 8.3 Responsibility for Initiating and Conducting an Investigation

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

### 8.4 Procedures for Initiating and Conducting an Investigation

- a. Where there are reasonable grounds to believe there has been a breach of this Policy and an investigation is being initiated, the responsible authority

as outlined in Section 8.3 will notify the PPR or PPR Designate (if the responsible authority is not the PPR or PPR Designate).

- b. Upon receipt of notification, the PPR or PPR Designate will:
  - i. post a block on enrolment activity in the course, 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;
  - 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

## ASCP Appendix B

- 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.
- 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;
  - 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:
  - 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

## ASCP Appendix B

8.4(e), will be given to the student. Both the student and the PPR or PPR Designate may submit additional supporting documentation by no later than two business days prior to the hearing.

- e. The Faculty Appeals Committee will provide the student with a copy of the Committee's procedures.
- f. All parties will receive not less than 10 business days notice of the time and location of the hearing, which may be held in person or by videoconference.
- g. All parties must inform the Faculty Appeals Committee of their intention to call witnesses and file names of these witnesses at least five business days prior to the hearing.
- h. Only the Faculty Appeals Committee members and Secretary, PPR or PPR Designate, the student and their Support Person, and the witnesses may be present at a hearing. The faculty member(s) or person(s) who reported the academic misconduct or other persons with knowledge of the allegation may attend as witness(es). Committee members are expected to act with impartiality (as defined in section 4).
- i. Witnesses shall be present at the hearing only while testifying, but exceptions may be made at the discretion of the Faculty Appeals Committee. The Chair of the Committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the Committee may be required to leave. Witnesses will be reminded about the expectation of confidentiality.
- j. If a student fails to appear at a hearing, the hearing may proceed, and the Faculty Appeals Committee may issue a decision. The Committee may postpone the hearing if the student can establish, in advance of the hearing and to the satisfaction of the Committee, that there are circumstances beyond their control which make an appearance impossible or unfairly burdensome.
- k. Electronic recordings of hearings may be permitted if all parties agree. The Secretary of the Faculty Appeals Committee is responsible for coordinating and maintaining, within the Faculty Dean's office, the sole electronic record of the hearing.
- l. The Faculty Appeals Committee shall consider the facts and circumstances of the case and determine, on a balance of probabilities, whether a breach has occurred and/or whether the sanction imposed by the PPR or PPR Designate is appropriate.

## ASCP Appendix B

- m. If the Faculty Appeals Committee confirms the original finding, it may maintain the original sanction, or it may change the sanction.
- n. If a sanction is imposed that requires an alteration of a student's academic record, a copy of the decision of the Faculty Appeals Committee will be sent to the Office of the University Registrar for the sanction to be implemented. The decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.
- o. A record of the proceeding will be kept in the student's file to be housed in the student's home Faculty, Dean's office. The Record of the Proceeding shall include:
  - i. the allegation of academic misconduct and all documentary evidence filed with the Faculty Appeals Committee;
  - ii. the notice of the Hearing; and
  - iii. the decision of the Faculty Appeals Committee.
- p. The Faculty Appeals Committee Secretary is responsible for ensuring all relevant records of the proceeding are included in the file and filed appropriately.
- q. The student may subsequently appeal the decision of the Faculty Appeals Committee to the Senate Appeals Committee (SAC) on the grounds for appeal set out in the Senate Appeals Committee Procedures.

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

# Senate Appeals Committee Report to Senate

At its meeting of November 28, 2024

## FOR INFORMATION

### 1. Annual Student Appeals Statistics, 2023-24

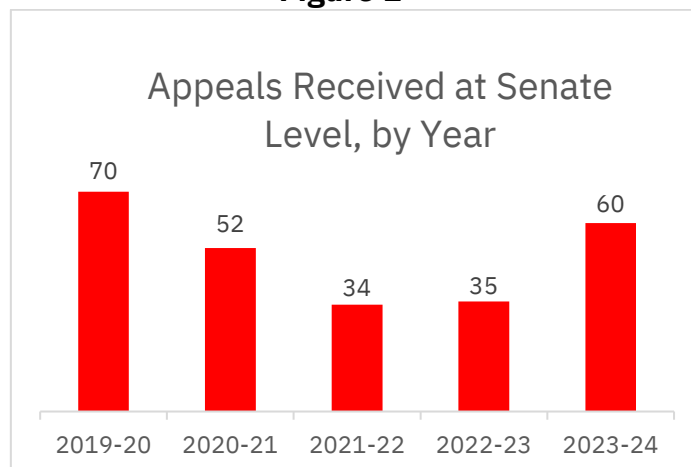
In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year and presents data on Senate and Faculty-level cases.

Between July 1, 2023 and June 30, 2024, SAC received 60 new files. Six (6) files were not completed by June 30; an additional six (6) files initiated in 2022-23 were completed. Figure 1 presents the number of cases from the last five years. There was one request for SAC to approve, on behalf Senate, the rescission of a degree as penalty for breach of academic honesty.

The total number of appeals significantly increased over the previous year. The reasons for this are not entirely clear. It does not seem to be attributable to the labour disruption, as the bulk of cases were received before the disruption, and the cases received since show no clear pattern related to the disruption. It may simply represent a return to pre-COVID volume. SAC continues to receive cases for which COVID-related disruption was a contributing factor. The percentage of appeals granted in 2023-24 was somewhat lower than the percentage granted in 2022-23. Although the reason for this is unclear, SAC has noticed an increasing tendency among students of misunderstanding SAC's required grounds for appeal, resulting in a large number of cases being dismissed without a hearing.

Figures 1 and 2, below, and Tables 1-3 give the data for SAC appeals.

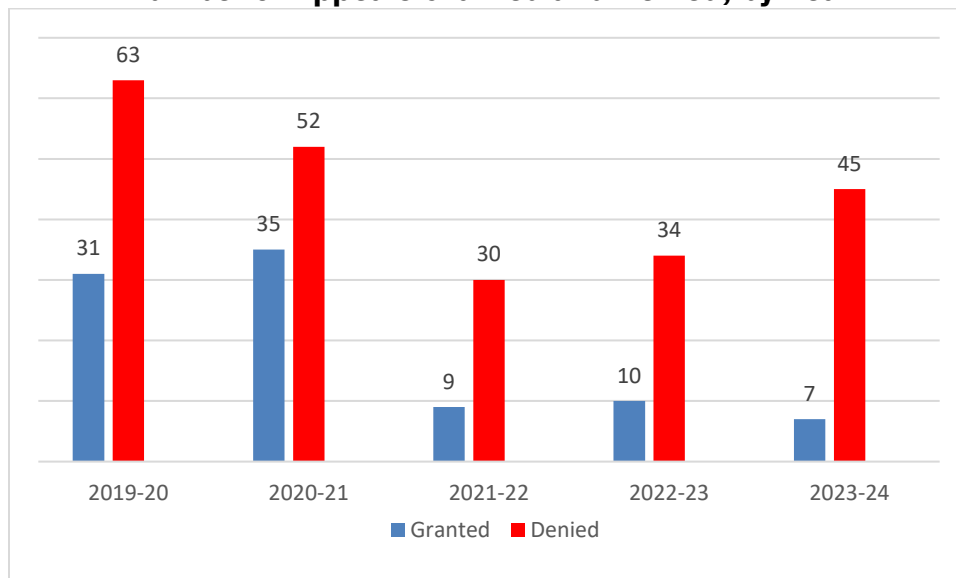
**Figure 1**



**Table 1  
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND  
DECISION**

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss
Dismissal without a hearing <sup>1</sup>	10	41	11	36	5	20	5	26	6	31
Appeal hearings	20	7	22	4	4	6	5	3	7	5
Reconsideration	1	15	2	12	0	4	0	5	0	9
Total	31	63	35	52	9	30	10	34	7	45

**Figure 2  
Number of Appeals Granted and Denied, by Year**



<sup>1</sup> These are cases where the Chair of the Committee has made an initial recommendation to a panel that a case be dismissed without a hearing. “Grant” means that the panel decided to grant a hearing. “Dismiss” means that the panel dismissed the case without a hearing.



**Table 2**  
**SAC APPEALS BY TYPE, YEAR AND NUMBER<sup>2</sup>**

<b>Type of SAC Appeal</b>	<b>2019-20 70 Appeals</b>	<b>2020-21 52 Appeals</b>	<b>2021-22 34 Appeals</b>	<b>2022-23 35 Appeals</b>	<b>2023-24 60 Appeals</b>
Course drop without receiving a grade	28	23	11	13	29
Reconsideration of SAC Decision	16	21	4	5	9
Deferment	3	1	0	2	4
Academic Honesty	10	11	11	11	8
Waiver of Required Withdrawal / Debarment	15	5	4	3	5
Grade Reappraisal	9	4	4	4	6
Late Enrolment	1	0	1	0	0
Other	0	5	1	1	5
Waiver of Degree/ Program requirement	4	3	0	1	2
<b>Total</b>	<b>86</b>	<b>73</b>	<b>36</b>	<b>40</b>	<b>68</b>

**Table 3**  
**SAC APPEALS BY FACULTY OF ORIGIN**

	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
AMPD	0	0	0	1	0
Education	0	0	0	0	0
EUC	0	0	0	1	1
Glendon	5	4	0	1	1
Graduate Studies	6	0	2	2	1
Health	13	15	7	8	22
Lassonde	7	3	5	3	6
LA&PS	15	13	4	11	15
Osgoode	9	5	4	1	4
Schulich	3	1	2	1	3
Science	12	11	10	6	7

<sup>2</sup> Totals exceed individual cases due to reconsiderations and/or multiple appeals within one case.

## 2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2023-24

SAC is continuing its efforts to standardize reporting across the University. The data are for petitions initiated from July 1, 2023 to June 30, 2024. The data in Table 4 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions that were appealed at the Faculty level is provided. The overall percentage of cases appealed is 3.33%, which is mostly unchanged from last year (3.32%). Over the past five years, the average has ranged between 2.54 and 6.39%.

The total number of petitions (6967) is significantly higher than last year (5933). Faculties assigned some of this increase to the labour disruption, which may have resulted in more petitions for deferred standing. However, the Faculty of Health, which saw a *decrease* in petitions, attributed this to the accommodations offered during the labour disruption. Overall, most petitions continued to be granted, particularly in the smaller Faculties, such as Education and Environmental and Urban Change, that have few petitions overall.

Table 4

## FACULTY-LEVEL PETITIONS BY TYPE 2023-24

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Petition Type	Reason												
Course Add	Enrol In Course(s) After The Faculty Deadline	1			5	3	6	7	7		3		32
Course Drop	Drop Course(s) After Faculty Deadline	74		35	12	161	236	1056	100		22	129	1825
	Granted W on transcript	2	23		55		246	44					370
Credit								67					67
Departmental/ Program Waiver	Advanced Standing: Course Substitute			1		14		2					17
	Advanced Standing: Course Waiver			1		10		1					12
	Advanced Standing: Course Transfer			3		67							70
	Course Substitution for Major or Minor Req. (s)		3	25				278	55				361
	Other					1		3					4
	Waiver Of Degree Credit Exclusion Legislation												0
	Waiver with replacement			40									40
	Take courses out of sequence		7										7
	Promotion without satisfying year requirements - Schulich												0
	Reduced course load - Schulich												0
Exemptions	Degree Exemption(s)							1			1		2
Extension	Deferred Standing, extension of deferred standing			1	9		60	229	119	171	13	172	774
	Course extension		4			110		68					182
	Program extension					440							440
Grade Reappraisal	Grade Reappraisal		1	2				1		23	15	2	44
Leave	Leave of Absence		28			391					88		507
	LOA Medical/compassionate										2		2
	LOA No course available					314							314
	Maternity leave					119							119
	Strike-related - FGS					180							180
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP						1		1		41		43

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Other	Other					15		24			33	7	79
Overload	Course Overload		7	1			65	54	33		2	37	199
Readmission													0
Relief against failure	Osgoode only						4						4
Repeat	Repeat Failed Course		34				4		2				40
	Repeat Passed Course												0
Status	Change degree stream		15			15							30
	Change to full-time					50							50
	Change to part-time		7			96							103
	Reinstatement		7			273			58				338
	Withdrawal			2		26						22	50
	Study at a location other than York												0
Stop-out	Education only		28										28
Waiver	Graduate Without Min. Req'd G.P.A.						1						1
	Request For Waiver Of Req. Withdrawal	18		1	1	6	59	23	48		74	11	241
	Request For Waiver Of Req. Debarment	3			4		15	2	14				38
	Upgrade G.P.A. In Attempt To Graduate						11		2				13
	Waiver Of Degree Credit Exclusion Legislation												0
	Waiver Of General Education Requirement	4	1				4	4					13
	Waiver Of Honours Standing Regulations	25					49	54	44				172
	Waiver Of In-Faculty Requirement	26					1	17					44
	Waiver Of Major Requirement(s)			1			7	1					9
	Waiver Of Upper Level Course Requirements						5	2					7
	Other	10		6	2	3	37	1	36		1		96
<b>Total</b>		<b>163</b>	<b>165</b>	<b>119</b>	<b>88</b>	<b>2294</b>	<b>811</b>	<b>1939</b>	<b>519</b>	<b>194</b>	<b>295</b>	<b>380</b>	<b>6967</b>
<b>Appeals</b>		1	0	0	5	6	81	68	24	N/A	9	38	<b>232</b>
<b>Percentage of decisions appealed</b>		0.61%	0.00%	0.00%	5.68%	0.26%	9.99%	3.51%	4.62%	N/A	3.05%	10.00%	<b>3.33%</b>

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
<b>Percentage of petitions granted</b>		96.93%	99.39%	97.94%	84.88%	97.09%	66.25%	89.22%	73.16%	87.11%	87.12%	71.30%	<b>87.06%</b>

### 3. Annual Faculty-Level Academic Honesty Statistics, 2023-24

SAC includes in its annual report statistics on Faculty considerations of charges of breaches of academic honesty. For 2023-24, there were 656 cases of breaches of academic honesty, a sharp decrease from 1,070 in 2022-23. See Table 5 for details.

As previously reported, the increase in cases in 2020-21 can likely be traced back to the COVID-19 pandemic, with many Faculties reporting a large increase in online cheating and group cases. The subsequent decrease in the number of cases reflects a return to the pre-pandemic numbers as students returned to in-person learning in the classroom. Moreover, a number of Faculties and units have undertaken initiatives in the last few years to raise awareness and educate students about academic honesty matters.

However, the very sharp decrease (38.7%) in cases in 2023-24 is anomalous. The labour disruption may have been a contributing factor. A more likely possibility, as indicated to SAC by several Faculties, is that more widespread use of generative AI technology in breaches of academic honesty are causing instances of cheating and plagiarism (by far the majority of academic honesty cases) to go unnoticed by instructors. Alternatively, instructors may be more reluctant to bring suspected cases forward, due to evidentiary barriers in establishing generative AI misuse. Despite the sharp overall decrease in cases, two Faculties (Science and Graduate Studies) saw an increase in cases in 2023-24.

Although cheating and plagiarism continue to constitute the majority of academic honesty cases, some Faculties have noted an increase in cases of impersonation, the contracting of third-party cheating services, and the use of wearable devices to facilitate cheating.

**Table 5**  
**ACADEMIC HONESTY CASES BY FACULTY**  
**2019-20 TO 2023-24**

<b>Faculty</b>	<b>2019-20 N=978</b>	<b>2020-21 N=2,178</b>	<b>2021-22 N=1,659</b>	<b>2022-23 N=1,070</b>	<b>2023-24 N=656</b>
AMPD	40	25	29	29	7
Education	8	6	6	11	0
EUC	17	10	6	16	4
Glendon	27	23	23	15	8
Graduate Studies	10	22	9	6	16
Health	78	248	139	136	100
Lassonde	239	406	489	238	106
LA&PS	390	620	529	361	165
Osgoode	11	10	3	5	1
Schulich	70	112	108	82	37
Science	88	696	318	171	212

**NOTE:** The numbers above refer to charges laid. Where the conclusion of an exploratory meeting was that there was



no breach and no formal charge was laid, the case is not recorded.

#### **4. Policies and Procedures**

##### *New Academic Conduct Policy and Procedures*

A new [Academic Conduct Policy and Procedures](#) was developed to supersede the [Senate Policy on Academic Honesty](#). It was approved by Senate to take effect on September 1, 2024. Hence, the academic honesty data presented above in Table 5 represent cases pursued under the previous policy. It remains to be seen what effect, if any, the new policy will have on the overall number of cases or on the number of appeals received by SAC related to academic honesty.

##### *Interim Extension of the Waiver of Required Attending Physician's Statements*

The waiver of required Attending Physician Statements to support requests for deferred standing, petitions, and appeals was extended until December 31, 2024 after a draft Senate policy on *Attending Physician Statements* was referred back to ASCP in the June meeting of Senate.

#### **5. Hail and Farewell**

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to the Senate Appeals Committee: Professor Scott Adler and students Shon Lazarov, Andrew McFall, and Grace Rao.

A warm welcome is extended to new members: Professor Lykke de la Cour and students Yuna Hwang and David Lia.

*Jessica Sutherland, Chair, 2024-25*

# Senate Committee on Tenure and Promotions

## Report to Senate

At its meeting of November 28, 2024

### For Information

#### 1. Tenure and Promotions Data, 2024-25

The total number of files reviewed in 2023-24 was 109. This compares with 66 files in 2022-23 and 70 in 2021-22. Of the 109 files, nine were referred back to the relevant Adjudicating Committee.

A statistical report of files reviewed in 2023-24 is set out in Table 1 and Table 2, with 2022-23 data provided for comparison. The yearly caseload from 2009-10 to 2023-24 is set out in Figure 1.

#### 2. Unit-level Standards

In 2023-24, the cleanup of unit-level standards continued. Efforts were made to assess the status of all standards and to build a comprehensive repository.

Additionally, the Committee reviewed standards from eight units, suggesting revisions to bring them into accord with the University's policy, criteria and procedures. An updated status report is attached as Table 3. There may be further updates as the Committee continues to work with units to update its records.

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

There were no appeals of denial of advancement to Candidacy in 2023-24.

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

There are six Senate Review Committees constituted at the Faculty level in departmentalized Faculties. Each of these is a sub-committee of the Senate Committee on Tenure and Promotions. The six Faculties are:

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

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

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

- Education
- Environmental and Urban Change
- Osgoode
- Schulich

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

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

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

Recurring procedural problems identified by the Senate Committee include:

- Insufficient detail in File Preparation Committee and Adjudicating Committee reports.
- Failure by Adjudicating Committees to demonstrate sufficiently how the evidence in the file supports the recommendation.
- Failure by Adjudicating Committees to provide a full and balanced report, addressing all the evidence in the file, both positive and negative.
- Irregularities in the composition of committees and in determining whether a committee is quorate.
- Insufficient effort to find student members for Adjudicating Committees.
- Misunderstandings related to the voting requirements for Adjudicating Committees, including the need for all members to vote on all criterion areas unless recused from the file.
- Irregularities or lack of clarity in compiling lists of potential referees, including:
  - Lack of clarity as to whether PC&S referees are at arm's-length to the candidate.
  - Missing or incomplete comments from co-authors/collaborators about the nature of their collaboration with the candidate.
  - Inclusion in the file of unsigned student comments, particularly from course evaluations.
  - Inclusion in the file of letters from graduate students who are currently being supervised by the candidate.
- Failure to include sample letters in the file.

The provision of such feedback on individual files seems to have limited success in preventing procedural irregularities from recurring. The Senate Committee strongly encourages units to develop a proactive approach to training, ensuring that all members of file preparation and adjudicating committees familiarize themselves with the [Senate T&P Policy, Criteria & Procedures](#) as well as with the resources in the [T&P Toolkit](#).

This year, the Senate Committee expanded its educational and outreach efforts and participated in several training sessions for staff and committees across various Faculties. Moreover, the Committee has expanded its collaboration with Faculty Affairs, in an effort to enhance the understanding and application of tenure and promotion criteria through the sharing of expertise and resources. This partnership underscores our joint commitment to improving the tenure and promotion process for all involved.

The Committee plans to conduct a review of the Tenure and Promotion Toolkit, particularly the [T&P FAQs](#) section, with an eye to providing further clarity and addressing common questions currently not included there.

Finally, the Senate Committee recognizes the concerns surrounding the tenure and promotion process timeline and its significance to our faculty members. We will look for opportunities to refine and improve the process, whilst ensuring that any enhancements are fully in accord with the established procedures set out in the Senate T&P Policy, Criteria & Procedures.

Jeremy Trevett, Chair 2024-25

**Table 1**  
**Number of Cases Completed 2022-23 and 2023-24**  
**By Type of Application and Gender<sup>1</sup>**

Application Type:	Professor		T&P to Associate Professor		Tenure only		Promotion to Associate only		Total Number	
	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Number of Applications	<b>40</b>	11	<b>67</b>	54	<b>2</b>	0	<b>0</b>	1	<b>109</b>	66
Female Candidates	<b>18</b>	8	<b>38</b>	28	<b>0</b>	0	<b>0</b>	1	<b>56</b>	36
Male Candidates	<b>22</b>	3	<b>29</b>	26	<b>2</b>	0	<b>0</b>	0	<b>53</b>	29

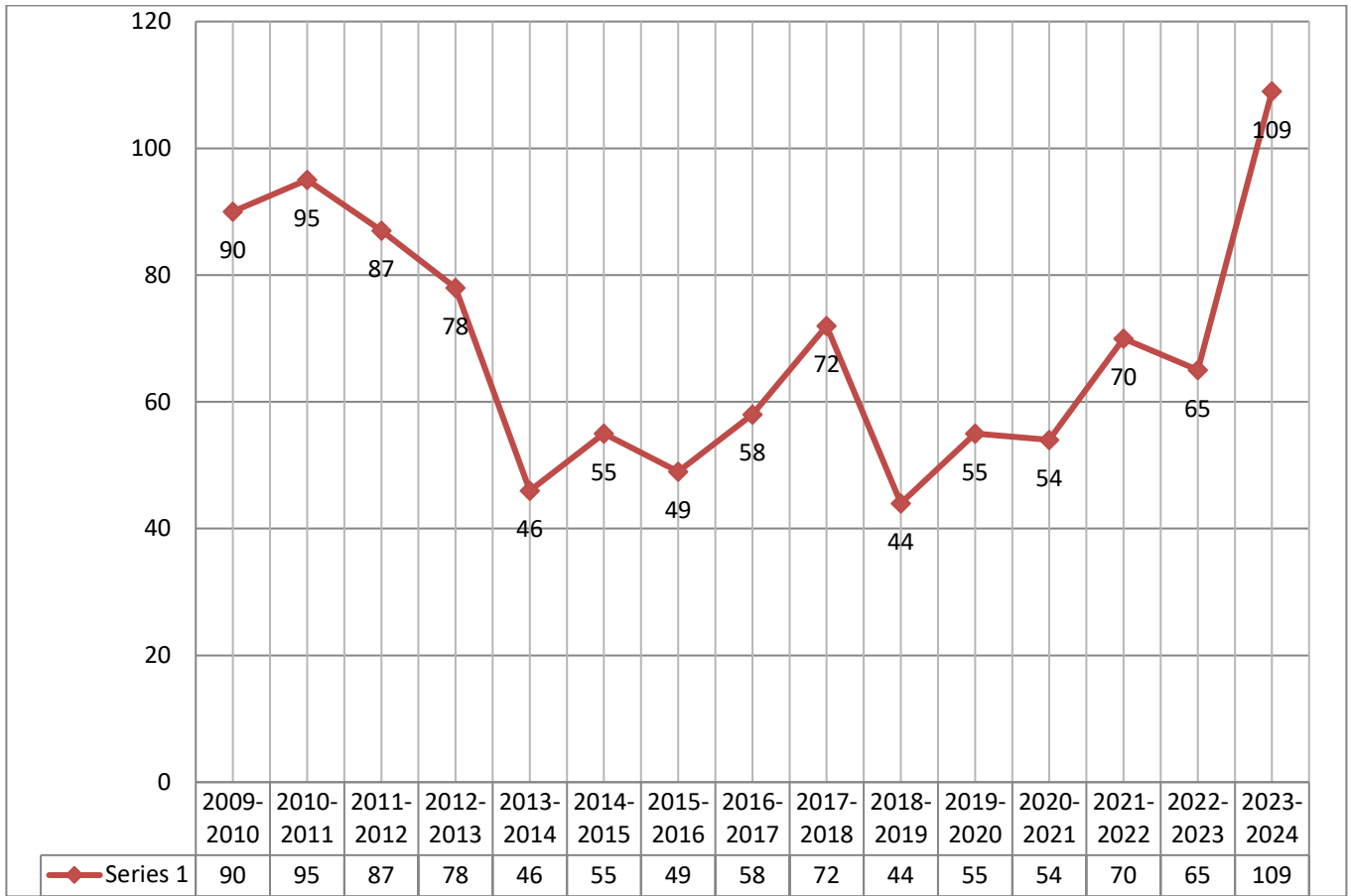
**Table 2**  
**2023-24 Summary of Review Committee Recommendations to the President**  
**by Decision and Gender**

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

<sup>1</sup> Data in Table 1 and Table 2 cover decisions made between November 1, 2023 and October 31, 2024.

**Figure 1**

**Number of Tenure and Promotion Cases by Year, 2009-10 to 2024-25**





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

Faculty	Program	Professional Stream		Teaching Stream	
		T&P	Full Professor	T&P	Full Professor
<b>AMPD</b>		In accord Sep-09	In accord Sep-09	Revision required Jun-21	Revision required Jun-21
<b>EDUCATION</b>					
		In accord Sep-15	In accord Sep-15	In accord Sep-15	In accord Sep-15
<b>FEUC</b>					
		In accord May-22		In accord Nov-20	
<b>GLENDON</b>					
	<b>Economics</b>	In accord Oct-10			
	<b>English</b>	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22
	<b>French Studies</b>	In accord Jun-08	In accord Jun-08		
	<b>Hispanic Studies</b>	Revision required Jun-08	Revision required Jun-08		
	<b>History</b>	Revision required May-05			
	<b>International Studies</b>				
	<b>Mathematics</b>				
	<b>Multidisciplinary Studies</b>				
	<b>Philosophy</b>	In accord Oct-08	In accord Oct-08		
	<b>Political Science</b>	In accord Mar-19	In accord Mar-19		
	<b>Psychology</b>				
	<b>Sociology</b>	Revision required Sep-14	Revision required Sep-14		
	<b>Translation</b>	Revision required May-05	Revision required May-05		
	<b>Gender and Womens Studies</b>	Same as LA&PS	Same as LA&PS	Same as LA&PS	Same as LA&PS
<b>HEALTH</b>					
	<b>Health Policy and Management</b>	In accord Apr-22	In accord Apr-22		
	<b>Kinesiology</b>	In accord Feb-13	In accord May-19	In accord Oct-15	In accord May-19
	<b>Nursing</b>	In accord	Awaiting response from Senate		
	<b>Psychology</b>	In accord	Revision required May-19	Revision required Nov-24	
<b>LASSONDE</b>					
	<b>Electrical Engineering and Computer Science</b>	In accord Jun-22	In accord Jun-22	In accord Jun-22	In accord Jun-22
	<b>Earth &amp; Space &amp; Science Engineering</b>	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19
	<b>Civil Engineering</b>	Revision required Dec-22	Revision required Dec-22	Revision required Dec-22	Revision required Dec-22
	<b>Mechanical Engineering</b>	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20
<b>LA&amp;PS</b>					
	<b>Administrative Studies</b>	In accord Jan-08	In accord Nov-08		
	<b>Anthropology</b>	Revision required May-10	Revision required May-10		
	<b>Communication Studies</b>	In accord Oct-24	In accord Oct-24	In accord Oct-24	In accord Oct-24
	<b>Economics</b>	Revision required Nov-23	Revision required Nov-23		
	<b>English</b>	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22
	<b>Equity Studies</b>				
	<b>French Studies</b>	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08
	<b>Gender, Sexuality and Women's Studies</b>	Revision required Feb-13	Revision required Feb-13		
	<b>History</b>	Revision required Jun-08	Revision required Jun-08		
	<b>Human Resource Management</b>	Revision required Nov-20	Revision required Nov-20		
	<b>Humanities</b>	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21
	<b>Information Technology</b>	Revision required May-08	Revision required May-08		
	<b>Languages, Literatures and Linguistics</b>	Awaiting response from Senate	Awaiting response from Senate		
	<b>Philosophy</b>	In accord May-14	In accord May-14		
	<b>Politics</b>	Revision required Jul-24	Revision required Jul-24		
	<b>Public Policy &amp; Administration</b>	In accord Oct-11	In accord Oct-11		
	<b>Social Science</b>	Awaiting response from Senate	Awaiting response from Senate		
	<b>Social Work</b>	In accord Oct-20	In accord Oct-20		
	<b>Sociology</b>	In accord Jun-19	In accord Nov-23		
	<b>Writing Department</b>	In accord Aug-24	In accord Aug-24	In accord Aug-24	In accord Aug-24
<b>OSGOODE</b>					
		In accord Mar-13	In accord Mar-13		
<b>SCHULICH</b>					
		In accord June-03	In accord Mar-19	In accord May-22	In accord May-22
<b>SCIENCE</b>					
	<b>Biology</b>	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	<b>Chemistry</b>	In accord Oct-24	In accord Oct-24	In accord Oct-24	In accord Oct-24
	<b>Mathematics &amp; Statistics</b>	In accord Oct-20	In accord Oct-20	In accord Oct-20	In accord Oct-20
	<b>Physics &amp; Astronomy</b>	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	<b>Science &amp; Technology Studies</b>	Revision required Nov-24	Revision required Nov-24	Revision required Nov-24	Revision required Nov-24

## **Motion Submitted for Consideration by Senate**

**By Senators Richard Wellen and Ryan Whiston**

### **Rationale**

Whereas the proposal in principle for the new school of medicine has yet to be approved by Senate;

Whereas in its 2023 report the Auditor General observed that York's process of expansion did not include completion of a "financial viability assessment" of the relevant capital projects;

Whereas Senators on the floor expressed concerns over transparency of funding and restructuring of budgetary matters that will arise from medical school and the faculties of the future project;

Whereas Senators on the floor of Senate expressed concerns about the source of funding and opportunity costs associated with building and maintaining a new school of medicine, citing both the Markham campus and the AG report as clear indicators of financial deficit and the need for more deliberation on the concrete financial viability of this project;

Whereas in 2014, prior to a vote by APPRC and Senate to endorse the creation of the Markham campus, both the Provost and the President, in response to concerns raised by both APPRC and Senators, informed Senators that establishment of the new campus "must be **fully** funded by government and external partners."

Whereas only \$9M has been raised to support the proposal of a new medicine school and no further.

### **Moved by Senator Wellen**

Be it resolved that all ongoing plans and associated academic resources required for the establishment of a medical school be fully transparent and provided through regular reports to Senate.

## The Senate of York University – Minutes

**Meeting:** Thursday, 24 October 2024, 3:00 pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

L. Sergio (Chair)	R. Green	J. Magee	M. Ramaj
P. Burke Wood (Vice-Chair)	K. Gray	H. Mahon	G. Rao
P. Robichaud (Secretary)	J. Hafner	C. Mallette	S. Rehaag
G. Abdel-Shehid	A. Harvey	A. Mapp	T. Remmel
G. Alboiu	A. Hann	C. McAulay	C. Sandilands
O. Alexandrakis	E. Hamm	G. McGillivray	P. Safai
M. Annisette	M. Hamadeh	A. McKenzie	R. Shao
C. Ardern	M. Herbert	K. McPherson	D. Sinclair
E. Armstrong	W.M. Ho	M. Mekouar	C. Steele
A. Asif	A. Horkova	R. Metcalfe	C. Swenson
G. Audette	Y. Hwang	Y. Munro	M. Tadros
L. Bay-Cheng	E. Janse van Rensburg	N. Murugarajan	A-M. Tarc
S. Bay-Cheng	A. Kalmin	R. Nasrazadani	K. Tasa
M. Biehl	K. Kanagaretnam	A. Narimani	A. Taves
K. Bird	S. Karimi	L. Nguyen	J. Thienpont
S. Bury	T. Kirchner	R. Ophir	J. Trevett
B. Choudhury	T. Kubiseski	M. Ott	P. Tsasis
N. Couto	M. Lambert-Drache	A. Ouedraogo	A. Valeo
A. Dawson	G. Langlois	S. Peacock	J. van Wijngaarden
J. Eastwood	S. Lazarev	E. Perkins	G. Vanstone
M. Ebrahimi	R. Lee	D. Peters	R. Vivès
J. Ehiagwina	R. Lenton	D. Pilon	R. Wang
J. Goodyer	M. Longford	S. Pisana	A. Weaver
A. Gorgani	M. Macaulay	M. Poirier	R. Wellen

### 1. Chair's Remarks

The Chair, Lauren Sergio, welcomed Senators to the 710<sup>th</sup> meeting of Senate. The Chair recognized this as the final meeting for Senator McAulay in her role as Vice-President Finance and Administration, expressing appreciation and thanks for her contributions to governance, and extended Senate's best wishes to her. The revised agenda circulated in advance of the meeting was noted, the change being the withdrawal of the revisions to the Senate Academic Conduct Policy by ASCP.

### 2. Business Arising from the Minutes

There was no business arising from the minutes.

## The Senate of York University – Minutes

### 3. Inquiries and Communications

The report of the Academic Colleague to the Council of Ontario Universities (COU), Senator Armour, was *received*.

### 4. President’s Items

The President provided an update on the recommendations in the *Value-for-Money Audit report of the Auditor General of Ontario on York’s Operations and Capital* and the *York U Forward Action Plan*, and highlighted post-pandemic challenges and policy impacts on higher education. International enrolments at the University in 2024-2025 remain below pre-pandemic levels, affected by a federal cap, and a decline in top-choice applications. Lower conversion rates from third-choice applications and beyond is a key enrolment challenge that has a carry forward effect on the University’s operating budget. In response, the York U Forward Action Plan focuses on financial sustainability through new revenue, growth opportunities, and streamlined expenditures to meet Board-approved targets over the next three years.

Non-Senators interrupted the meeting and began recording the proceedings. Repeated requests by the Chair that the recording of the meeting were refused.

It was moved, seconded and *carried* “**that Senate adjourn.**”

### Consent Agenda Items

### 5. Minutes of the Meeting of 26 September 2024

The minutes of the meeting of 26 September 2024 were *approved* by consent.

### 6. Minor revisions to the Tenure & Promotions Policy, Criteria & Procedures

Senate approved on consent, without amendment, changes to the Tenure and Promotions Policy, Criteria and Procedures (the Policy) as outlined in the documentation.

### 7. Senators on the Board of Governors re: October 2024 Meeting of the Board

The synopsis of the Board of Governors meeting of 1 October 2024 as conveyed by Senators Green and Giudice was *noted*.

Lauren Sergio, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_