



York University Senate

Notice of Meeting

Thursday, 27 February 2025, 3:00pm– 5:00pm

Via videoconference

AGENDA

Page

	1. Chair’s Remarks (L. Sergio)	
10min	2. Business arising from the Minutes	
	3. Inquiries and Communications	
	4. President’s Items (R. Lenton)	
	a. Strategic Mandate Agreement 4.....	1
25min	b. Forward Action Plan: updates	
	c. Report of the Auditor General of Ontario on York University: responses to recommendations	

Committee Reports

	5. Executive Committee (P. Burke Wood, Vice-Chair)	13
	a. The Rules of Senate: Revision to Regular Meeting Time (Statutory approval)	
20min	b. Election of Members of Non-Designated Senate Committees (For approval)	

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

	6. Academic Policy, Planning and Research (M. Herbert).....	28
40min	a. 2024 Annual Report on Research (A. Asif, VPRI; Appendix A)	
	7. Academic Standards, Curriculum and Pedagogy (J. Thienpont)	94
15min	a. Senate Policy on Academic Consideration for Missed Course Work (for approval)	
	8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (M. Herbert / J. Thienpont).....	107
10min	a. Report of the Joint Sub-Committee on Quality Assurance (Appendix A)	
	9. Other business	

Consent Agenda

10. Minutes of the Meeting of 23 January 2025 188

C. Underhill
Interim University Secretary

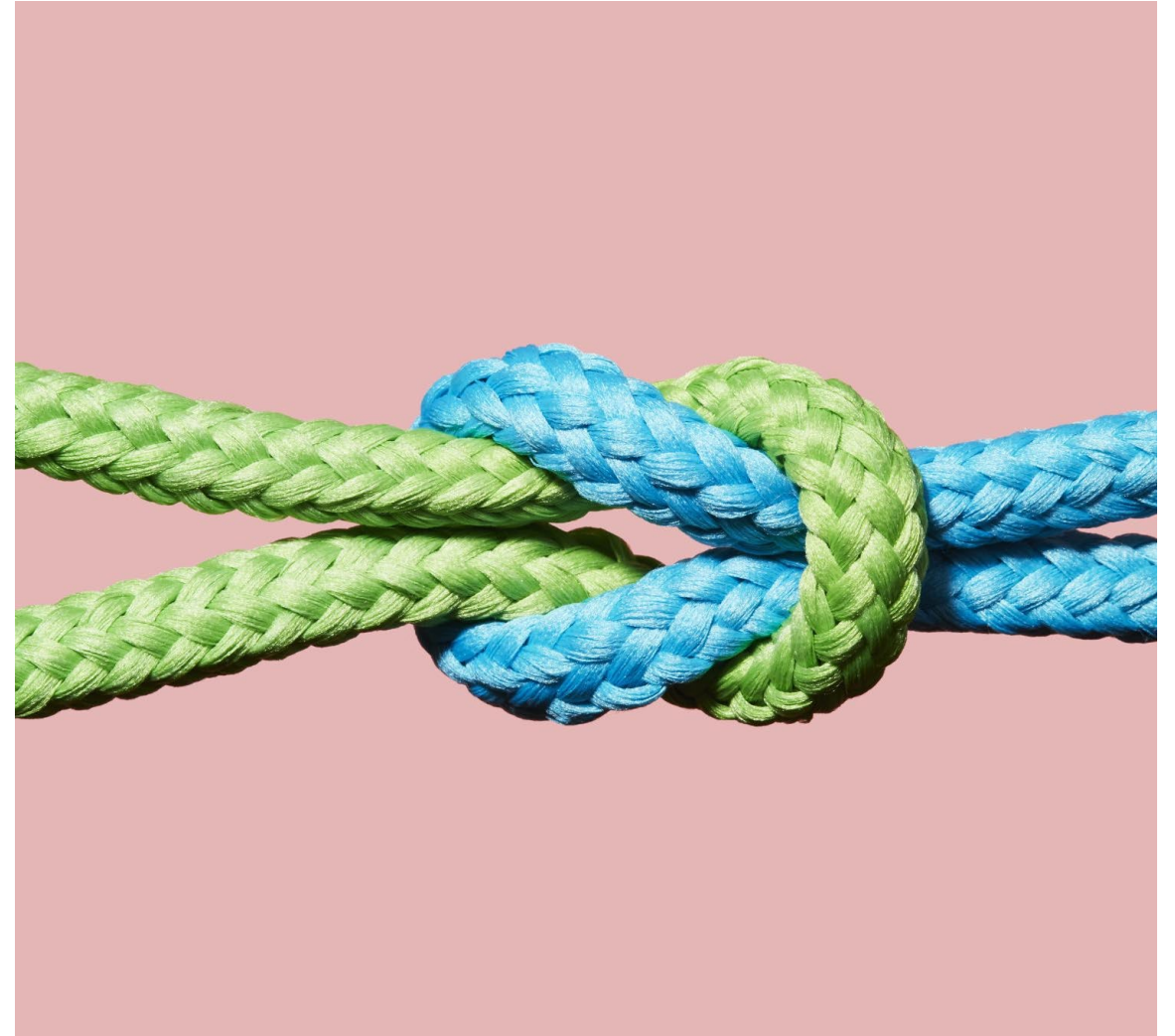


Planning for Strategic Mandate Agreement 4 (SMA4)

YORK 

SMA4 – 2025-2030 (1)

- Strategic Mandate Agreements (SMAs) are bilateral agreements between the Ministry and the province's 45 publicly assisted colleges and universities.
- In August 2024, the Ministry of Colleges and Universities (MCU) launched the SMA4 process, covering the period from 2025 to 2030.
- In SMA4, six metrics from SMA3 carry over, while two new metrics emphasize investment, innovation, and institution-specific objectives.



SMA4 – 2025-2030 (2)

- This round of agreements will further refine performance metrics and place an increased emphasis on reporting accountabilities through a new priority area: Efficiency, Accountability, and Transparency.
- Alignment between the SMA4 and the next University Academic Plan (UAP) 2026-30 is essential.



Key Issues

1. Which are the metrics where York has historically excelled, and which are the areas needing improvement?
 - Note: Performance-based funding will be implemented at 25% of total operating funding for the first two years of SMA4. The Ministry plans to increase performance-based funding by 5% each year starting in Year 3 (2027-28), reaching 40% in Year 5 (2029-30), pending a broader review of the funding model.
2. How to optimize our definition of Program Areas of Strength in the Institutional Strength and Focus Metric.
3. Which are on best two new metrics to include:
 - i. Total Sponsored Research Revenue (3 year rolling average) as York's investment/innovation metric
 - ii. Start-Ups (Number of start-up companies incubated and/or supported) as York's institution-specific metric



SMA4 PERFORMANCE METRICS

- **Eight metrics** are aligned with two priority areas and are included for the duration of SMA4—Skills and Job Outcomes, and Economic and Community Impact.
- **Most metrics exclude international students** to ensure focus on domestic students and to mitigate the risk of metric volatility created by the federal government’s international study permit application caps.
- Graduation Rate (Metric #2) includes domestic and international students.

Skills and Job Outcomes

1. Graduate Employment Rate in a Related Field
2. Graduation Rate
3. Graduate Employment Earnings
4. Experiential Learning

Economic and Community Impact

5. Community/Local Impact
6. Institutional Strength/Focus
7. Investment and Innovation-Related
8. Institution-Specific



Fixed SMA4 Metrics – Optimizing Defined Program Strength Areas

Projections include full-year undergraduate enrolments (FTEs), and graduate enrolments (FTEs) for the summer and fall terms.

6. INSTITUTIONAL STRENGTH AND FOCUS

ECONOMIC AND COMMUNITY IMPACT

SMA4 (2025-2030)	Definition	Source
Institutional Strength/Focus	Share of domestic enrolment in an institution's self-identified program area(s) of strength compared to their total domestic enrolment. Metric is intended to capture the discipline area(s) where an institution plans to shift/grow its enrolment.	University Statistical Enrolment Report (USER). Targets will be set based on institutional enrolment projections (NEW). Based on Classification of Instructional Programs (CIP) codes.

Theoretical: York enrolment projections for five years (2024-25 to 2028-29); using Faculty baseline scenarios for STEM.

Disciplines: Computer and Information Sciences and Support Services, Engineering Biological and Biomedical Sciences, and Parks, Recreation, Leisure, Fitness, and Kinesiology + Health + Architecture and Related Services + Physical Sciences

Reporting Year	Theoretical Allowable Performance Target	Theoretical Actuals	Theoretical Target Achievement (SMA4)
2024-25	29.75%	33.07%	111.16%
2025-26	31.15%	33.34%	107.04%
2026-27	31.85%	33.70%	105.82%
2027-28	33.30%	34.19%	102.66%
2028-29	33.67%	34.70%	103.06%

Recommendation SMA4:

- Weigh High.

Rationale:

1. York exceeded its targets for all five years of the SMA3 term.
2. In Year 4 (2023-24), 2 institutions (Algoma and OCAD) missed their allowable performance target.
3. STEM programs are targeted areas for change and growth, based on recent trends and Faculty enrolment projections for 2024-25 to 2028-29.
4. York's Medical School will also drive STEM growth and demonstrate continuous growth for this metric.

INSTITUTIONAL STRENGTH AND FOCUS

Proposed Program Areas of Strength by Classification of Instructional Programs (CIP) Disciplines and Related Programs:

For the SMA4 submission, CIP clusters are being submitted exclusively, encompassing all enrolments in programs within the corresponding CIP disciplines.

SMA3 CIP Disciplines and/or Programs	SMA4 CIP Disciplines	YU Program Name
090702 - Digital communication and media/multimedia	4: Architecture and Related Services (NEW)	<ul style="list-style-type: none"> Cities, Regions, Planning (Urban Studies)
11: Computer and Information Sciences and Support Services	11: Computer and Information Sciences and Support Services	<ul style="list-style-type: none"> Computer Science Digital Technologies Financial Technologies Information Technology (B. Comm.) Management in Artificial Intelligence
14: Engineering	14: Engineering	<ul style="list-style-type: none"> Engineering Science Engineering
15: Engineering Technologies and Engineering-Related Fields	15: Engineering Technologies and Engineering-Related Fields	<ul style="list-style-type: none"> Engineering
260202- Biochemistry and 260203-Biophysics 302501 - Cognitive Science	26: Biological and Biomedical Sciences	<ul style="list-style-type: none"> Biology Cluster
310505 - Exercise science and kinesiology	31: Parks, Recreation, Leisure, Fitness, and Kinesiology Studies	<ul style="list-style-type: none"> Kinesiology
420101 – Psychology	40: Physical Sciences (NEW)	<ul style="list-style-type: none"> Other Science (Physics, Chemistry)
510701- Health/health care administration/management 511601 - Registered Nursing 512201 - Public health, general (BPH, MPH, DPH) 512706 - Medical informatics	51: Health Professions and Related Programs	<ul style="list-style-type: none"> Health Health Studies Nursing
52: Business, management, marketing and related support services		



Institution-Selected Metrics

PROPOSED INVESTMENT AND INNOVATION METRIC

Theoretical: Historical performance using the SMA4 calculation definition.

Total Sponsored Research Revenue (3-year average): Despite fluctuations, the metric consistently exceeds 100%.

Reporting Year	Theoretical Allowable Performance Target	Theoretical Actuals	Theoretical Target Achievement (SMA4)
2020-21	\$86,541,000	\$101,920,000	117.77%
2021-22	\$91,697,000	\$102,086,000	111.33%
2022-23	\$100,643,000	\$105,785,000	105.11%
2023-24	\$101,471,000	\$112,479,000	110.85%
2024-25	\$104,985,000	\$117,167,000	111.60%

Total sponsored research revenue. All research activities and contract research funded from restricted sources such as government, private industry and donors. Table 2, Column H – Includes consolidated and not-consolidated entities, scholarships grants and related expense. Excludes activity funded from general operating funds.

Allowable Target for 2025-26 is \$110,384,000

Other Metrics Considered:

1. Tri-Agency Funding (3-year average)
2. Tri-Agency Funding : Share to Ontario Total (3-year average)
3. Research Revenue Attracted from Private Sector Sources (3-year average)
4. Total Revenue from Private Sources (3-year average)
5. Number of Citations per Paper (SMA2 metric) (5 year rolling average)
6. Number of Papers per Faculty Member (5-year average)

Limitations:

1. Limited institutional control
2. Performance varied over the past four years; below allowable performance target
3. Flat growth; no continuous improvement over five years
4. Impacted by factors such as funding availability
5. Overall performance may appear poor due to the criteria or method used for evaluation (e.g. citations)

PROPOSED INSTITUTION-SPECIFIC METRIC

ECONOMIC AND COMMUNITY IMPACT

Theoretical: Historical performance using the SMA4 calculation methodology.

Start-up Related Metric: Number of start-up companies incubated and/or supported by institution - SMA3 Methodology (3-year average of change)

Reporting Year	Theoretical Allowable Performance Target	Theoretical Actuals	Theoretical Target Achievement (SMA4)
2020-21	13.77	40.67	295.47%
2021-22	35.61	39.00	109.53%
2022-23	39.83	43.00	107.95%
2023-24	39.50	42.00	106.33%
2024-25	39.67	43.00	108.39%

A supported venture has been engaged for a minimum of 3 months through one of the entrepreneurship programs at York (SMA3 Institution-Specific Metric).

Other Metrics Considered:

1. Graduate Employment Rate (2 Years): Full-time Employment after 2 Years (Domestic)
2. Graduate Employment Rate - Full-time Employment after 2 Years (Domestic and International)
3. Graduation Rate by Group WOMEN in STEM Students (7 Years)
4. Graduation Rate by Group All STEM Students (7 Years)
5. Student Jobs Created (unique) UG + GR (including and excluding RAs)
6. Start-up Related Metric: Amount of investment obtained/ revenue generated
7. Start-up Related Metric: Number of jobs created by start-ups/capital ventures
8. Student Scholarships and Bursaries

Limitations:

1. Low level of institutional control
2. Performance varied over the past four years, below allowable performance target
3. Flat growth, no continuous improvement over five years
4. Impacted by factors such as funding availability

SMA4 WEBSITE

- › A new SMA4 webpage has been developed (not yet live).
- › The SMA4 webpage will be regularly updated with the latest information, shared widely with the York community, and hosted on the [OIPA website](#).
- › The SMA4 webpage will link directly to the [YU Forward Action Plan](#) and vice versa, providing access to updates on [SMA Project 6](#) as they become available.

Office of Institutional Planning and Analysis (OIPA)

What We Do ▾ CONTACT

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Strategic Mandate Agreement (SMA) 4 Project

Strategic Mandate Agreements (SMAs) are bilateral agreements between the ministry and the province’s 45 publicly assisted colleges and universities. SMAs are a component of the ministry’s accountability framework for the post-secondary education system.

- The SMA is a critical framework between the provincial government and Ontario’s post-secondary institutions. It outlines key priorities and performance metrics, ensuring alignment between university goals and government objectives.
- The SMA plays an important role in shaping institutional funding allocations, which are linked to performance-based metrics. Each SMA is negotiated for a multi-year period.
- York’s current SMA (SMA3) can be viewed here: [2020-2025 Strategic Mandate Agreement: York University | ontario.ca](#).

SMA4 2025-30 Resources

- SMA4 Update
- Bilateral Meeting Agenda

Timelines and Key Milestones

- Research Metric (TBD)
- Institution-Specific Metric (TBD)
- Program Areas of Strength (TBD)

YU Forward Action Plan

- [Project 6: Improve Metrics Performance](#)

[SMA4 Technical Manual](#) [Timelines](#) [YU Forward Action Plan](#)

Executive Committee – Report to Senate

At its meeting of 27 February 2025

FOR APPROVAL

a. Amendments to the Rules of Senate

Having provided notice to Senate in January, the Executive Committee recommends:

“that Senate approve the following amendment to the Rules of Senate as set out below, effective of 1 July 2025.

Existing Rule	Revised Rule (revised text in red)
<p>3.1 Regular Meeting Date and Time</p> <p>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.</p>	<p>3.1 Regular Meeting Date and Time</p> <p>Senate shall meet at 2:30pm on the fourth Thursday of each month except July and August. No meeting may go beyond 4:30pm 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.</p>

Rationale

One of Executive’s priorities for 2024-2025 is the consideration of a change to the statutory meeting time of Senate. In a recent Senate survey and in feedback shared in discussions, Executive was encouraged to consider changing to an earlier meeting time of Senate to accommodate members with late day family responsibilities.

The Executive Committee supports shifting the meeting time of Senate earlier to 2:30 – 4:30pm to help accommodate those members with daycare / family commitments remain for the duration of meetings and reduce the often-stressful rush to meet childcare closure times. The revised time also aligns 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 benefits students Senators who currently experience class overlap with the different class and Senate meet time frames. It would be put into effective beginning the 2025-2026 academic year.

Executive Committee – Report to Senate

b. Election of Members of Non-Designated Senate Committees

The Executive recommends that Senate approve the following candidate for election to the Academic Standards, Curriculum & Pedagogy Committee (ASCP) for a three-year term, retroactive to 1 July 2024 - 30 June 2027.

Following Executive's reminder to Senate in January of the remaining vacancies on Senate committees (non-designated seats), a nomination was received for the full-time vacancy on ASCP. Nominations are also accepted "from the floor" if the nominee has consented and is available for the published meeting time of the committee. Under Senate Rules, nominators must report prospective nominees to the Secretary prior to the start of the Senate meeting in order to determine their eligibility.

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

Robin Metcalfe, Associate Professor, Division of Natural Science, Faculty of Science

FOR INFORMATION

c. Approval of Committee Members Nominated by Faculty Councils

The Executive Committee has approved the following individual nominated by a Faculty Council for membership on a Senate committee for the term of 1 July 2024 – 30 June 2027.

Sub-committee on Honorary Degrees

Hassan Qudrat-Ullah, Professor, Liberal Arts & Professional Studies

d. Approval of Members of Senate Committees Nominated by Student Senators

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

Executive

Hale Mahon, undergraduate, LAPS, Public Policy & Administration, 4th Year

Sub-committee on Honorary Degrees and Ceremonials

Olabisi Alawode, undergraduate, LAPS, BA Hons Culture and Expression, 4th year

Tenure & Promotions

Tavleen Pannu, undergraduate, Education, BEd, Prim/Junior, 2nd year

Executive Committee – Report to Senate

e. Review of Principles Governing a Presidential Search

In its report to Senate last month, Executive briefed Senate on the status of the priority to review the *Principles Governing a Presidential Search*, advising that Lauren Sergio and Peter Tsasis will be the two members of the Senate Executive to participate in the working group. Confirmation of the Board Executive committee members joining the working group has since been received; they are Paul Tsaparis (Chair) and Antonio DiDomenico (Chair, Academic Resources Committee). Now fully populated, the group will be convened shortly to commence the review process.

A report from the working group to the parent committees is planned for the spring, with consultations on any proposed changes to the *Principles* occurring thereafter, followed by a recommendation to Senate and the Board of Governors in June if possible.

As a reminder for Senate, work on review of the *Principles* began in 2019-2020 with a facilitated discussion at Senate in November 2019 on the question of whether there should be a review of the *Principles* at this juncture. This discussion elicited considerable feedback. After that discussion, a follow-up survey of Senators on the same question was conducted which provided further input on the topic. In January 2020 the Senate Executive Committee provided a comprehensive report to Senate summarizing the feedback collected from the two forms of consultation; that report is attached here (Appendix A) to once again share with Senate the considerable stage-setting work that has been done to date on this initiative through the Senate governance process. Executive welcomes any further thoughts Senate wishes to highlight to feed into the review exercise.

f. APPRC Advisory Sub-committee on Academic Resource Allocations

The Executive Committee has regularly reported to Senate on its collaboration with APPRC on the idea of forming an APPRC advisory sub-committee on budgetary / academic resource matters. The initiative arose as an outcome of Executive's consideration of a motion Senator Wellen submitted last spring to create a separate Senate Standing *Finance and Budget Advisory Committee*. Coming out of the discussions over the past several months is a jointly supported plan to establish an *APPRC Advisory Sub-committee on Academic Resource Allocations*; its terms of reference and composition, with which both Senate committees concur, are attached (Appendix B).

As the proponent of the initial motion, the Executive Committee shared the name, mandate and membership of the planned new Sub-committee with Senator Wellen prior to finalizing plans on this initiative. Senator Wellen suggested the name be changed to the *Advisory Sub-committee on Finance and Budget* reflecting its mandate to discuss budgets *writ large*, together with precedence (noting a former Senate Budget committee in the 1970s), and the long history of Senate involvement in such discussions. Senator Wellen discussed this suggestion with the Executive Committee at its meeting on 11 February. After deliberation, the majority view of Executive is to continue with the name of the Sub-committee as agreed to by APPRC for its consistency with the mandate and finding its title

Executive Committee – Report to Senate

being of secondary importance to the terms of reference of the new governance body. Noted too, is the option for APPRC to revise the name of the sub-committee if, after its implementation, such a change is preferred.

The Executive Committee believes that the establishment of the APPRC Sub-committee is a very important and valuable outcome from the initial prompt from Senator Wellen. Taking this direction is a concrete response to the kinds of questions that Senators and APPRC members are asking about the University's financial circumstances and the challenges that are becoming drivers for the decisions being made at the institution. The new advisory body within the structure of APPRC addresses the need for better access to financial / budget information and will provide an improved communication flow of this information through to Senate to inform its debate and decision-making on academic responsibilities. The collective input of Senators and committee members into this initiative will enhance Senate governance, for which Executive extends its appreciation.

g. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the *Honorary Degrees and Ceremonials Sub-Committee*, the Senate Executive Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees and renew existing candidates in the pool for a further five-year period. The Committee considered the recommendations, and, as a result, two new candidates have been deemed eligible for honorary degrees and three candidates were renewed in the pool of prospective honorary degree recipients.

Lauren Sergio, *Chair*

Patricia Burke-Wood, *Vice-Chair*

PRINCIPLES TO GOVERN PRESIDENTIAL SEARCH COMMITTEES

1. The search process itself should ensure a very broad pool of highly qualified potential candidates.
2. The process should be as short as possible consistent with placing appropriate notices of the vacancy, and with a rigorous consideration of the candidates.
3. The process should include broad and extensive consultations with the York community about the University's strategic needs in the following five to ten-year period and about the attributes which the new president should possess to meet those needs. Senate's advice to the search committee shall be based on focused discussion by Senators in committee of the whole and in key Senate committees. Senate Executive shall be responsible for preparing an advisory statement on the criteria which will be submitted to Senate for approval prior to transmittal to the search committee.
4. Taking into account the inputs from the community the search committee shall set the criteria for the search and desirable qualities of the candidates. The criteria shall be communicated by the committee to the Board of Governors and Senate, and thereafter distributed widely in the university community. All Senators, Governors and members of the community at large will be invited to suggest the names of candidates.
5. The documents and deliberations of the search committee should remain confidential but the search committee shall ensure consistent and meaningful communications to the community about the process as it unfolds.
6. The search committee should consider the use of search consultants.
7. The search committee should consist of 14 full voting members:
 - 7 members nominated by the Board of Governors, one of whom shall chair, one of whom shall be an alumnus/alumna of the University, and one of whom shall be a non-academic staff member
 - 7 members nominated by Senate following election by Senate, including 5 faculty members, 1 undergraduate student and 1 graduate student
8. The search committee shall strive for unanimity. Agreement by a special majority of 10 members of the search committee is necessary in order for a candidate to be recommended to the Board of Governors. In addition to this requirement, 5 of the 7 Board nominees and 5 of the 7 Senate nominees must approve the recommendation.
9. The Board will consider the candidate put forward. If the Board does not appoint the candidate recommended, it shall ask the search committee to present a second acceptable candidate. If there is no recommendation of a second acceptable candidate the search shall be deemed to be failed and the process shall be repeated.

[Senate, March 25, 2005; Board of Governors, May 2005]

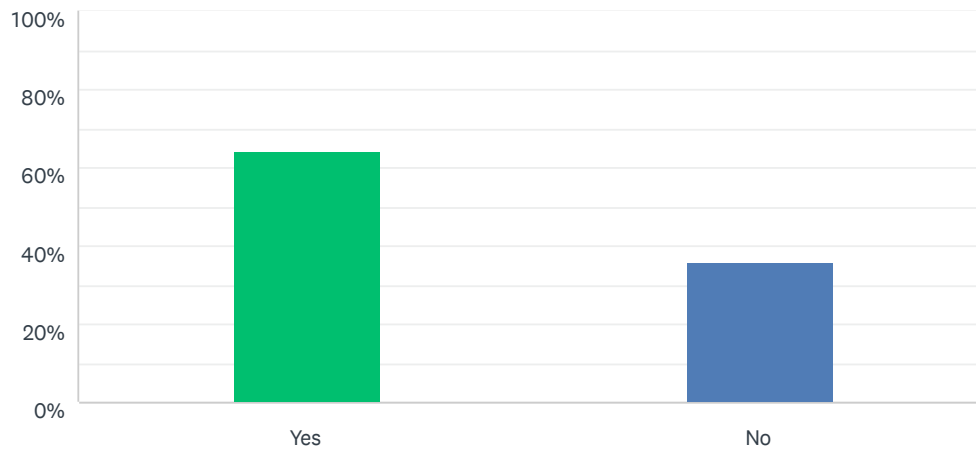
Summary of the Senate Discussion, November 2019

The discussion that unfolded at the Senate meeting generated the following opinions about the existing set of *Principles* (some points made twice by Senators):

- As they currently exist, the Principles are *ultra vires* of the York Act; the power that is accorded to Senate in the Act was effectively transferred to the Board of Governors with the approval of the revisions to the Principles in 2005; Senate did not secure a legal opinion on the matter at the time, or since; maintain that the procedures would not stand up to a court challenge
- the election of Senate's designates on the search committee does not meet the requirement of consultation with Senate as expressed in the York Act; need a broader assessment of the candidates, and that can only be achieved by a distinct Senate process; there is no evidence that the prior approach did not work in the past
- The changes made in 2005 result in a loss of democratic principles; the transfer of Senate's power to a joint committee breaches the spirit of the legislation, if not the law of the legislation; making the process more open and embodied in Senate would help enhance governance perceptions about the University's two governing bodies
- the appointment of the President is the most important decision the Board of Governors makes; maintain there is a need for an opportunity for Senate to meet *in camera* with the short-listed candidates; Faculties' decanal processes allow for it now, and other universities' practices do as well
- the process for the re-appointment of a President should be reviewed as well, as the two are intrinsically linked
- believe there is a need to revisit the composition of the Search committee to consider adding representation from contract faculty, which should include a stipend for them
- there ought to be a review of the composition of the Search Committee; personal experience led to the conclusion that the super majority structure of the Committee is difficult to work with; the current composition places profound importance on who serves on behalf of Senate, and that needs to be reassessed
- Disagreement with the opinion that the Principles do not comply with the York Act; the report from Dean Emeritus Peter Hogg spoke to the matter, which informed the decision-making in 2005
- Senate needs to reflect on the observation made that only 2 post-secondary institutions have the requirement for an open process in their legislative Act; all others have it as a Board generated process; the majority of universities have the approach of the confidential process; reinforced the broad consultation that takes place as part of York's process; hope Senators have trust in their Senate colleagues and the Board members who serve in this role – they all have the University's best interest at heart.

Q1 Is there a need for a review at this time of the existing Principles Governing a Presidential Search?

Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	64.20%	52
No	35.80%	29
TOTAL		81

Senate Survey December 2 to December 9, 2019 : Principles Governing a Presidential Search

#	REASONS FOR MY RESPONSE	DATE
1	<p>While processes can always be improved and perfected, there is a cost to reopening this one that outweighs in my mind the potential gains to be made. A review would undoubtedly take longer than planned and would consume significant time and effort of the Secretariat, Senate Executive, and Senate itself. It also has more than a little potential to be divisive among Senators, and between the Board and the Senate. If the Board is not interested in reviewing or reopening the current joint guidelines, where does that leave us except another tense debate about the jurisdiction of each body. Senate has a great deal of vital work already on its agenda including the formation of a new University Academic Plan that needs to articulate a vision for how we want to build the University. There is much work to be done on our academic programs, research capacity and profile, faculty complement, and student supports, to name just a few priorities that have been identified by Senate through the UAP and other processes. I worry that a review of Presidential search procedures will distract from this work and foster mistrust and rancour, rather than bringing us together to build the University. The current Board and Senate approved procedures for Presidential searches was based on a thorough review and it gets the fundamentals right. It strikes a fine balance between consultation with Senate, and the interest we all have in attracting highly capable and experienced candidates into the process. Comparisons have been made to our current Dean search process, and the fact that some Faculties have had an "open phase" in which candidates present in camera to Council members who have an opportunity to provide feedback to the search committee. For clarity, Senators should understand that under our current Dean search procedures candidates have the right to decline the Council presentation, in which case the search remains confidential within the committee. Further, a Faculty Council may vote for a more closed search in which the candidate names and interviews remain fully confidential within the committee, and there is no open phase. In either case, Councils always have input into the position profile, and they elect more than half of search committee members. The "open phase" is a pilot project that is currently being evaluated, and based on experience thus far it has clear advantages and disadvantages. One of the disadvantages is that very few Council members choose to provide feedback on the candidate presentations, making that phase of limited use in the committee's deliberations. Another is that it lengthens the process by several weeks, and in some cases we lose good candidates who take up other opportunities. Yet another is that it has proven challenging to uphold our promise of confidentiality to candidates when names are circulated among a larger number of people. Certainly there are benefits to the open phase, for those Faculties that want it. However at a minimum, the ability for candidates to opt out is I believe essential. Some good points have been raised by Senators about revisiting the representative membership of the search committee, in particular to add a contract faculty representative. This could be addressed by Senate acting on its own, by allocating one or more of its spots on the search committee to a contract faculty member. Again, processes can always be improved. But the potential gains should be weighed realistically against the costs in terms of time, energy and collegiality.</p>	12/9/2019 6:04 PM
2	Guidelines should be routinely reviewed and kept current.	12/9/2019 3:02 PM
3	In order to ensure the best candidate gets the job, there should always be a review after each search to make sure the principals line up with the current trends and politics. It is always important that anyone or any process that has any sort of power constantly be reviewed and updated in order to keep things as equitable and fair as possible.	12/6/2019 4:01 AM
4	To allow for a democratic and transparent process in the academic environment.	12/5/2019 9:00 PM
5	I think it would be a good idea to review a number of items relating to the selection and composition of the committee, the value of the "super majority," as well as the role and timing of entry of committee members to the process on both sides. I'm less convinced that an "open" search involving the input of senators will fundamentally alter the process as it stands now.	12/5/2019 3:29 PM
6	it is important to re-examine regularly and update if needed; a discussion should be held if only because many senators seem to want one	12/5/2019 2:01 PM
7	needs to be more consultative and collegial attention needs to be paid to the representativeness of the committee	12/5/2019 3:26 AM
8	I believe that there should be an exploration and inquiry into the potential ways that the senate could play a larger role in the decision to select future presidents. Reviewing the current principles will allow for suggestions as to how to make the process more democratic. Doing so poses no undue burden on the senate.	12/4/2019 4:23 PM

Senate Survey December 2 to December 9, 2019 : Principles Governing a Presidential Search

9	not sure, but some believe there is a need. leave nothing to chance.	12/4/2019 1:58 PM
10	The procedure is correct as it stands.	12/4/2019 4:07 AM
11	Need to clarify legal vs collegial processes.	12/3/2019 10:20 PM
12	I believe the current principles and process remain fit for purpose. The addition of an open element to such a senior level search will likely significantly reduce the field of applicants, and given the size of Senate, confidentiality would be impossible to guarantee. Further, I think we need to trust colleagues, as representatives, to bring a search to a full conclusion.	12/3/2019 9:56 PM
13	I agree with the points made in Richard Wellen's email to the Senate members. Here are the points, in their email, that I agree with. "I think it is important to vote 'yes' to the question of reconsidering the Presidential Search procedures. Many of you heard my reasons last Thursday, but for those who haven't I have enumerated them below. Basically, I support an in camera Senate process involving presentations by the candidates and an opportunity for a Senate recommendation. Only a review of the procedures can restore this process. The option of an in camera Senate process involving presentations by candidates and a recommendation (or other feedback) from Senators clearly strikes the right balance. Senate has been denied its role as a bicameral participant in the search as mandated in the York Act. A number of people at York and outside have said this could be the subject of a court challenge. With the procedure above - an in camera Senate process - the Board would still retain the role of making the final appointment. It is very clear that the Board's decision would be much better informed if a Senate process took place. The Senate represents the larger body of York's academic community, and is an important governance and decision-making body in its own right. It is no wonder that the York Act explicitly gives Senate a role in making recommendations regarding the appointment. Giving the candidates an opportunity to engage Senate would actually benefit everyone, including the future President. The process as it stands now clearly works to insulate the search committee and the Board from broader valuable input, which I believe is contrary not only to the collegial governance principles of our institution but also to the best interests of the search process itself. It is no surprise that both CAUT and OCUFA strongly recommend that presidential searches be more consultative. At last week's CAUT Council meeting in Ottawa that policy position was revised and strengthened."	12/3/2019 7:31 PM
14	I am happy with the level of confidentiality at the different stages of the search. I have not been a member of such a search committee and, therefore, do not know how the composition of the committee (including the super majority requirement) impacts the process. However, it looks fairly balanced to me and in line with what many other Canadian universities do.	12/3/2019 6:22 PM
15	The fact that no contract faculty are currently included on the committee is an issue we need to address. Additionally, given the amount of time and the significance of this committee, we should be offering a stipend to the students and the contract faculty person.	12/3/2019 4:22 PM
16	The timing with many initiatives ending in 2020 means that now would be a good opportunity to use the new strategies we are creating for when we also will need to find a new President. The next President will be a part of the next Strategic Plan of the university and can contribute to the university's goals, so perhaps looking at how the search will be conducted is a good signal that we are taking our strategic priorities seriously.	12/3/2019 2:41 PM
17	I think the guidelines are in keeping with other universities and are fine as they are.	12/3/2019 2:11 PM
18	I vote yes after reading Richard Wellen's email outlining his reasoning behind why we should vote yes. He makes some strong arguments in the email.	12/3/2019 1:16 PM
19	Current processes conform to policies and guidelines	12/3/2019 12:30 PM
20	the process which is in place now works well. There is adequate balance between community input, transparency of process and protection of the privacy of the candidate solicitation and review	12/3/2019 11:40 AM
21	I believe that providing an in camera Senate process that would allow the Senate as a whole the option to provide feedback on Presidential Candidates and to interact with Presidential Candidates is the best option and one that is supported by the York Act. The current process does not allow the Senate to provide valuable input and both CAUT and OCUFA strongly recommend that presidential searches be more consultative. It is for these reasons I believe we need to review the existing Principles governing a Presidential search.	12/3/2019 9:37 AM
22	A review at this time makes sense because it is well before the next search or renewal and	12/3/2019 3:28 AM

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therefore the process will be less political and therefore the outcome, whatever it is, will be more compelling. While I generally lean toward an open search, I would genuinely like to hear arguments and concerns from all sides to arrive at procedures that address most if not all of them in favour of a process that best serves the York community, a process that the community trusts. I think a review with a full airing of all concerns, and a genuine effort to resolve them or most of them, even if a closed search is the outcome yet again, will go a long way to rebuilding trust in the process.

23	The existing process has yielded excellent candidates. Virtually all universities have a confidential search process not clear why York needs to be different.	12/3/2019 12:23 AM
24	Senate needs to retain its long-standing authority on this question.	12/2/2019 11:55 PM
25	I consider the current procedure to be appropriate. It gives Senate a voice and it keeps the search more confidential, which is in my view absolutely essential for attracting the best candidates. I do believe that a discussion about how the senate decides on its representation on the search committee would be useful.	12/2/2019 11:39 PM
26	Current process works. No need to embark fixing / amending something that needs neither. There are better things for Senate to do.	12/2/2019 10:07 PM
27	I think that as the last search was difficult it would be good to review the principles in the middle of a Presidential term when the position is not contested. This may help morale or put to bed concerns.	12/2/2019 9:05 PM
28	I believe the current process is sufficient and does an effective job of inviting a balance of perspectives from different stakeholder groups. I don't believe that most people in Senate fully appreciate what the President does. Finally, I have had the privilege of serving on two Presidential search Committees (at other universities), and have also been a candidate in such a search. Most outstanding candidates already have a high profile position. Therefore, maintaining confidentiality is critical. The more open a process the fewer candidates will even allow their name to be considered. Indeed, understanding the process is one of the first questions I ask when considering an invitation to apply to a position. The worst case scenario is that someone's candidacy is disclosed to their current institution - which impacts on their credibility. They effectively became a "lame duck" in their current role whether or not they actually are offered a new role.	12/2/2019 9:04 PM
29	I think a closed-door and confidential engagement with the wider university community, as represented in the Senate, is beneficial both for the search process and for the candidate. The search process acquires much greater legitimacy when it is opened up in this way, without breaching the need for some confidentiality on the part of the candidate. It allows the search committee to see how the candidates respond to a wide range of questions, concerns and viewpoints. It also allows the candidate to get a broad understanding of the issues that are top of mind for the university community in a relatively unfiltered and unvarnished way. I also find the arguments about the Senate's role as prescribed by the York Act to be reasonably convincing (or at least worth reviewing and discussing).	12/2/2019 8:55 PM
30	I believe that given the many other discussions that are to be had at Senate, this is not one that should take priority. Key examples include the future of the Markham Campus, the incident that occurred in Vari Hall on November 20th, along with significant other budget and security concerns that plague our community.	12/2/2019 8:35 PM
31	Current processes have yielded excellent candidates.	12/2/2019 8:29 PM
32	There are a number of people who believe the current process can be improved to give more members of the community an opportunity for input. Given that, and the fact that it has been 15 years (?) since the last review, it only makes sense to review the principles now. It is also important for this sort of review to happen when there is no current search.	12/2/2019 8:23 PM
33	As discussed at the last Senate meeting - the exact composition of the presidential search committee should be revisited to reflect a proper representation of all stakeholders. I'm in support of such an adjustment. Otherwise, I would not change the current process. As presented at Senate, it appears that the current Principles are just fine.	12/2/2019 7:58 PM
34	Principles do not appear to require review. However, agreed that the composition of the senate members on the Committee should be representative of group members of senate. However, I don't feel that is a "principle" review. It is a procedural undertaking that needs to be considered when the committee is struck.	12/2/2019 7:53 PM

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35	There is always a need to review procedures to ensure they reflect best practices, practices that align with the mandate of a research university and that reflect the integrity of an academic institution (as opposed to a corporate structure).	12/2/2019 7:18 PM
36	I would like to see much more transparency in York's Presidential search process. I think there should be an in camera Senate process involving presentations by the candidates and an opportunity for a Senate recommendation. It is mandated in the York Act to give Senate a role in making such a recommendation and I'm disappointed that this hasn't been followed in recent years.	12/2/2019 7:11 PM
37	The Search needs to get valuable input of the Senate in a form of a recommendation to the Board (perhaps with the suggested 'in camera presentation' by the candidates). A more broader consultative process will not only make the process (confidentially) transparent but also creates room of strengthening the working relationships of the two highest governing bodies as stipulated in the York Act.	12/2/2019 6:58 PM
38	Having been a member of two presidential search committees operating under the current principles, I am only too aware of issues concerning the make-up of the committee's membership and the workability, or not, of the super-majority rule. I think we need to think about the number of committee members, and about the role of the committee Chair. (I'm not much concerned about the "open" search issue, as it's hard to see that having made much of a difference in either of the searches in which I participated.	12/2/2019 6:56 PM
39	The arguments in favor make the claim that Senate has no role in the current process but this is incorrect. Representatives from Senate are on the search committee. This is exactly the same as other Senate committees where the decisions are made by Senate representatives without requiring the entire Senate.	12/2/2019 6:56 PM
40	The Senate's role in Presidential searches as prescribed under the York Act is not upheld in the current arrangements. If the Principles Governing a Presidential Search are not reviewed and brought in line with the York Act the Senate should initiate a Judicial Review as this strikes at the heart of collegial governance.	12/2/2019 6:56 PM
41	I concur with the comments of Senator Michasiw that the individuals who are selected for the panel have a tremendous amount of input into who is selected as president and so I think it's important that we re-examine the criteria for how the members of the panel are selected.	12/2/2019 6:35 PM
42	Good to do regularly anyway, and a few adjustments can be made	12/2/2019 6:33 PM
43	The current Principles Governing a Presidential Search needs to be revised and updated. The search committee should be more inclusive and include a broader representation from the university community. Possible additional members can include a sessional lecturer from CUPE 3903 and a unionized staff representative (non-CUPE 3903 individual). I am aware the current membership policy includes a non-academic staff member who serves on the Board of Governors. But that staff member may not necessarily be a unionized employee. It is not clear from the wording whether the 7 members nominated by the Board of Governors must be or are typically external representatives of the university. Can the student and/or faculty representative be nominated and serve? If so, does this affect how the 7 members from Senate are nominated?	12/2/2019 6:31 PM
44	More discussions are needed about the openness of the search. Specifically, how to make it more open and transparent.	12/2/2019 6:23 PM
45	The option of an in camera Senate process involving presentations by candidates and a recommendation (or other feedback) from Senators clearly strikes the right balance. Senate has been denied its role as a bicameral participant in the search as mandated in the York Act. A number of people at York and outside have said this could be the subject of a court challenge. With the procedure above - an in camera Senate process - the Board would still retain the role of making the final appointment. It is very clear that the Board's decision would be much better informed if a Senate process took place. The Senate represents the larger body of York's academic community, and is an important governance and decision-making body in its own right. It is no wonder that the York Act explicitly gives Senate a role in making recommendations regarding the appointment. Giving the candidates an opportunity to engage Senate would actually benefit everyone, including the future President. The process as it stands now clearly works to insulate the search committee and the Board from broader valuable input, contrary not only to the collegial governance principles of our institution but also to the best interests of the search process itself. It is no surprise that both CAUT and OCUFA strongly recommend that	12/2/2019 6:19 PM

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presidential searches be more consultative. At last week's CAUT Council meeting in Ottawa that policy position was revised and strengthened.

46	There should be more members in the search committee elected by Senate, in order to include input from broad community.	12/2/2019 5:51 PM
47	The principles are thoughtful and more than adequate for the process. The fact that some colleagues don't like a particular outcome and/or that some believe we should live in a different world than the one we do (which involves confidentiality of searches for this kind of position in order to attract the best candidates, and a competitive market for University Presidents with other universities holding confidential searches) are not reasons to review the principles constantly.	12/2/2019 5:49 PM
48	My understanding is that a change was made that did away with the obligation of the shortlisted applicants to appear in front of the Senate. Given the significance of the Presidential role, and the importance of the relationship between Senate and the President, that obligation seems invaluable - both for the Senate in terms of offering its suggestions, but also to the candidate, who will get a sense of the senate, as well.	12/2/2019 5:48 PM
49	For York to expect to attract the strongest possible applicants we need to protect the privacy concerns of those applicants who do not wish their interest in the position to be publicized prematurely.	12/2/2019 5:32 PM
50	I agree with Senator Michasiw that at minimum the 14-person membership of the search committee needs to be reviewed. In particular, it specifies that faculty members can be chosen (from sets of faculties) but librarians and archivists are excluded. This should be rectified: librarians and archivists should be in one of those sets.	12/2/2019 5:24 PM
51	There should be a review of our governing principles and the principles used by other Universities. This will help us to determine if our current procedure is effective and efficient or if there are reforms that could be made to our procedures.	12/2/2019 5:18 PM
52	The present search process leaves too much power in the hand of the BOG, and does not give enough representation to faculty, staff, and students. The process needs to be reframed so that priority is given to collegial governance.	12/2/2019 5:17 PM
53	Because 15 years ago is a long time. Because it is the right time to do it, if only since no Presidential search are forthcoming and it can be done 'peacefully'. Because there is a fair argument to be made that membership needs to be renewed. Etc.	12/2/2019 5:06 PM
54	I don't think that we need to change the 7 and 7 model, but the make up of that model could perhaps be more inclusive of all York Members. I don't think that we should have open presentations at Senate, but perhaps it would appease certain Senators to just have one or two more senators on the first committee than Board members, since the Board has the final approval anyways. Perhaps a 7 Board members and 9 senators model. Still needs a super majority of both bodies.	12/2/2019 5:06 PM
55	There is no need to fix a process which is already working well and has resulted in the University hiring excellent candidates as President.	12/2/2019 5:06 PM

APPRC Advisory Sub-committee on Academic Resource Allocations.

Mandate

To support its overall responsibility to advise on the allocation of academic resources¹, APPRC is aided by an *Advisory Sub-committee on Academic Resource Allocations* which provides advice on matters related to budgetary / academic resource planning to inform the Committee's decisions on matters under its authority and its facilitation of Senate guidance into the development of the University budget.

Terms of Reference

Sufficiency of resources supporting the University's teaching, scholarship and academic initiatives is a critical component of academic policy and planning. Integrating a dedicated Senate-based perspective into finance and budget planning, the Advisory Sub-committee:

- a. Meets with the President, Provost, and Vice-President Finance & Administration on behalf of APPRC to discuss the context and environment for the University's budget. These meetings would occur in the fall term ahead of the annual *Budget Context for Academic Planning* discussion with APPRC and in the winter term ahead of the *Budget Context for Academic Planning* consultation with APPRC. The budget discussions are grounded in UAP priorities as the overarching context to reinforce the integration of strategic resource allocation with the advancement of the University's academic goals. The Advisory Sub-committee provides concrete advice on the key issues in the resource planning landscape for the administration to highlight in the fall community budget consultation exercise where greater detail on certain matters would enrich the community discussions, and for the administration to consider in the development of the multi-year budgets in the winter term. Reports out to APPRC on the outcome of the meetings.
- b. Joins APPRC for the annual *Budget Context for Academic Planning* and *Budget Context for Academic Planning* consultations to support the Committee's review and provision of guidance on the operating budget with the Provost and Vice-President Finance & Administration. In conjunction with APPRC and through the Senate Committee's reporting, conveys advice or reflections to Senate on the multi-year budget plan, including long-range planning of academic resources allocation within the context of the University Academic Plan.

¹ Specifically, the APPRC responsibilities for the establishment of academic priorities guiding the deployment of academic resource; the articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources; the coordination of program and policy development; discussion of annual reports from the Vice-President Finance & Administration and the facilitation of Senate consideration of the reports.

- c. Reviews and reports to APPRC on funding and / or resource allocation matters related to proposed new academic units, centres, and programs transmitted to APPRC as referred to the Sub-committee either by APPRC or its Chair prior to review of the item of business by the full committee.
- d. Reviews and reports to APPRC on:
 - i. funding and/or resource allocation matters related to existing Faculties, units, centres, and program reviews as transmitted to APPRC for information, concurrence or approval.
 - ii. recommendations for changes arising from such reports as referred to the Sub-committee by APPRC (or its Chair).
- e. Takes up such matters as may be referred to it from time to time by APPRC.

Composition

Members:

- APPRC Chair (or designate)
- 1 additional APPRC member
- 3 Senators elected at large, normally with budget / finance knowledge and experience²

Each member will be appointed for a three-year term, to be staggered at the outset to support gradual turnover.

Administration Resources:

- Vice-President Finance & Administration (or designate)
- Provost and Vice-President Academic (or designate)

The APPRC Chair (or designate) and additional member on the Sub-committee shall be confirmed on an annual basis, normally in September. The Senators serving on the Sub-committee will be elected for a three-year term in conjunction with the nominations exercise administered by the Senate Executive Committee.

The Sub-Committee shall elect a Chair from its membership on an annual basis. Consistent with the *Rules of Senate* and long-standing protocols of Senate committees, the Advisory Sub-committee will report to APPRC after each meeting, including bringing forward any recommendations for consideration by the full Committee. APPRC in turn will report to Senate on its discussions with the Sub-committee on matters related to budgetary / academic resource planning, bringing forward to Senate any recommendation for approval as necessary.

² The *Senate Nominations Rules and Procedures* general procedures and guidelines used by the Senate Executive Committee will apply in the nomination process for membership on Senate committees.

Rationale

Senate Executive has been considering how to address the issues and concerns underlying a proposed motion to establish a Senate Finance and Budget Advisory Committee. On the spectrum of options to take in response to the call for a Senate budget committee, the establishment of a new *APPRC Advisory Sub-committee on Resource Allocations* addresses in a balanced way the core issues raised by the Senators' motion, while also respecting and supporting the responsibilities of APPRC and the mandates of Senate and the Board of Governors.

Specifically, the proposed Advisory Sub-committee responds to the observations that Senate Executive made in its discussions of the substance of the Senators' motion:

- Senate has an advisory role to play in budgets in the context of allocation of academic resources, a responsibility which is reflected in the mandate of the *Senate Academic Policy, Planning and Research Committee*; the Board of Governors has authority over revenues, and expenditures; the different mandates need to be respected.
- the collegium is expressing a strong desire for transparency in information about the factors and considerations that inform the preparation of the University operating budget, including the data and specific financial figures shaping the budget; this requirement is more pronounced with the current budget deficit position.
- a more defined space within the Senate governance structure for engaging in budgetary / academic resource matters is being sought.
- clarity is needed on the Senate governance structures and processes that support monitoring, oversight and accountability for academic resource allocation.

Senate Executive discussed questions about this new sub-committee adding to the work of APPRC, possibly duplicating responsibilities and requiring the dedication of resources to support it in this landscape of defining efficiencies. After deliberation, the majority view is that the new sub-committee streamlines rather than duplicates the work of APPRC by having this body take up a focused assessment of resource allocations for academic plans and major academic policies to inform the full Committee's review and decision on them. It is anticipated that sharing with this companion body the responsibility for assessing resource allocations for University budget and academic policies / programs matters will create more room for APPRC to effectively manage its heavy load of regular business and defined annual priorities.

Additionally, and a key consideration identified by Senate Executive, this dedicated Advisory Sub-committee raises APPRC's profile in supporting the careful consideration of resource allocation matters.

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 27 February 2025

FOR INFORMATION

a. 2024 Annual Research Report

Having discussed it with APPRC earlier this month, Vice-President Asif will present the 2024 annual report on research to Senate at this meeting. The presentation slides are attached as Appendix A.

The report highlights and celebrates the recent achievements of York researchers, presents the 2022-2023 comparative performance on total external research funding and other scholarship metrics, discusses Tri-Council funding results to 30 April 2023. Notable highlights of York's research performance in 2022-2023 include:

- an increase in research income of 8.1%, ranking York #6 of 13 in the comprehensive category for research income
- achievement of the highest level of externally sponsored research income in the University's history, at \$120+M
- maintaining its research income at a level exceeding \$100M for the last 6 years
- since 2019-2020 Tri-council research revenue is up by over 56% and is the highest in York's history across all Councils
- annual publications total of 3,245 in 2023, up from 2022 by 3.4% and highest in York's history
- sponsored research income total has doubled in the decade between 2013-2023
- 5 CIHR Project Grants received totalling \$3.1M, the highest funding in York's history

A focus of the report is also on research intensification initiatives aligned with the *Strategic Research Plan* and *UAP* priorities, particularly maximizing research revenue opportunities.

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

b. School of Medicine Planning

In January, Senate approved in principle the establishment of the School of Medicine as a new academic unit in the Faculty of Health. In the robust debate on the motion, Senate provided guidance on matters it expects to be addressed in the full proposal when it comes forward for statutory approval. A summary was prepared of the key points made in

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support of continuing to plan for the School of Medicine and those against proceeding at this time, as well as the advice on the additional information to include in the next proposal. The summary document was reviewed by APPRC and supplemented with additional academic planning matters to be taken up in the next stages. It has been transmitted to the Co-Chairs of the School of Medicine Planning Group to inform its ongoing work.

APPRC's Ad hoc Oversight Group (AOG) will continue to liaise with the Planning Group to develop plans and the final proposal for the establishment of the School of Medicine. Senate was advised that consultation on the initiative would continue through this next planning phase. Two options support that commitment, as follows:

- Faculty members wanting to convey questions, comments, input for consideration in the ongoing planning are encouraged to be in touch with their Faculty designated member on APPRC who will in turn bring forward the messages to APPRC / AOG for their discussion and liaison with the Planning Group. The APPRC website lists its [membership](#).
- An [online form](#) on the APPRC website for members of the York community to convey questions, comments, and input for consideration in the ongoing planning, with the submissions provided to APPRC / AOG for their discussion and liaison with the Planning Group. Submissions will be received through to 14 March 2025.

c. Faculties of the Future: Interim Report

Faculties of the Future is one of APPRC's priorities for the year. The Committee is providing input and oversight on the initiative from an academic planning perspective. At its meeting on 13 February it reviewed the *Faculties of the Future* draft Interim Report with the Project Lead, Lisa Philipps, and provided feedback to be reflected in the final version of the report.

Overall observations shared by the Committee are that strategic thinking and purposeful change need to guide this exercise, as opposed to re-alignments simply for the sake of change and operational efficiencies. There was encouragement to preserve and expand good resource-sharing practices Faculties / programs have in place, and to identify and apply the lessons from prior administrative / academic review exercises (e.g., AAPR) to *Faculties of the Future*. Noting the call for bottom-up planning to drive the ideas for this exercise, the importance of fostering engagement and momentum of the collegium was emphasized. To succeed on the goal of building on the University's existing strengths and delivering the education needs for the future, discussions and planning for this project need to be situated within the current financial position to realistically define how to achieve the vision.

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The Interim Report is being finalized and will be provided thereafter to the York community; APPRC encourages Senators to review it. The Committee will continue to help facilitate consultations on this initiative, looking to plan a discussion of the report at the March meeting of Senate.

d. 2020-2025 UAP Retrospective

As reported to Senate in December, APPRC is preparing a retrospective report on the *2020-2025 University Academic Plan* priorities and actions on the UN SDGs. The purpose of the retrospective is to assess progress and identify overall themes and affirmations that might feature in the subsequent Academic Plan as well as ideas about categories and specific goals.

The Committee began the exercise with a preliminary review of a data and analysis report on university-wide achievements towards the current UAP priorities and areas for improvement that was helpfully prepared by the *Office of Institutional Planning & Analysis* (OIPA). A constructive start, APPRC will build on this work to develop a comprehensive and inclusive report. In the coming weeks, input on this exercise will be gathered through a decanal consultation meeting for information and perspectives on Faculties' and Libraries respective achievements and challenges, from the Council of Research Directors (ORU Directors) and the Office of the VPRI on advances in research / scholarship/ creative activities, and the Senate committees for the contributions their annual priorities and initiatives have made to advance UAP priorities.

APPRC looks forward to bringing the retrospective report to Senate for discussion this spring.

e. Markham Campus

The Deputy Provost Markham, Dan Palermo, provided APPRC with a campus status report at its meeting on 30 January. The Markham programs have sustained near full retention in the winter term following the campus launch in the Fall, with high course enrolments resulting from a mix of Keele and Markham-based students.

A focus of this briefing was undergraduate and graduate applications data for FW 2025. The slight increase in first-choice applications for the undergraduate degree programs is a good development, however overall there is a decline in the total number of applications and applicants. The computer science and digital technologies programs are experiencing the same level of decline in applications in these disciplines that Lassonde and the university-sector are encountering; this is not an uncommon cyclical applications pattern in this field where drops and rebounds occur. On the other hand, the first-year core engineering option has a year-over-year increase in the number of applications across all 1st – 5th choice categories. Admission offers to Markham applicants have been sent, at a higher number than last year as part of the enrolment strategy.

Academic Policy, Planning and Research Committee Report to Senate

The application cycle for graduate programs is in progress, with varying deadlines between mid-February to mid-May. Demand is high for the BioTechnology Management program (MBM) and, among international students, for the Management Practice program (MScMP).

Curriculum planning is underway for Year-two elective and general education courses. APPRC discussed with the Deputy Provost the matter of course offerings in light of the recent question at Senate about overlap in Keele and Markham campus courses. The principle adopted for program delivery at Markham is that students be able to complete their degree requirements on that campus. The structure of the core engineering and science programs are an example of ones that require some duplicate courses being offered at Markham (e.g., mathematics). However, elective and general education courses are being planned with intention not to compete with courses at the other campuses.

As academic planning looks forward, the Deputy Provost is beginning high-level discussions with Faculties about future new programming for the campus. With Markham enrolments not included in the the corridor numbers for the other campuses, there is an opportunity to address the unmet demand that exists with some Keele-based programs to grow enrolments and maximize provincial grant money to the University. APPRC strongly encourages Faculties to explore program options with the Deputy Provost Markham. The Committee has suggested to Faculty Council Chairs a discussion of campus planning at a Council meeting in collaboration with Deputy Provost Palermo.

f. Discover York Academics

In 2018 APPRC endorsed the establishment of a task force to examine the possibilities of software for faculty members' management of CVs. That fall, the VPRI-led Electronic CV (E-CV) Task Force was established to move forward with planning. The considerable work done on the initiative resulted in the January 2024 launch of [Discover York Academics](#) (DYA), an electronic CV tool that serves as a searchable database to enable faculty members to promote and store their research, publications, scholarly and creative works, and related teaching and professional activities in one centralized profile.

The Committee received a progress report on the implementation of the DYA from Jennifer Steeves, Associate Vice-President Research, who is leading the initiative. A copy of the presentation slides is shared here with Senate in Appendix B to this report. To date, 417 faculty members have set up profiles, with 177 of them consented to having their information public; VPRI staff are working to set up another 20 faculty on the tool. Efforts are continuing to expand participation, with several resources being made available to assist faculty members, set out in detail in the accompanying slides.

Members shared views and discussed questions about the platform, offering input to help the functionality and protective aspects of the tool. The collegium is encouraged to consider the benefits the DYA option offers as a CV management tool, as an avenue for

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research collaborations and partnership opportunities, and to the University's efforts to collect inclusive quantitative and qualitative indicators that tell the York research story in a fairer, fuller way.

g. Strategic Mandate Agreement 4

On the Senate agenda this month, under the President's Items, is a discussion of planning for the *Strategic Mandate Agreement 4* (SMA 4). SMA's are the formal agreement between the Ministry of Colleges and Universities and universities defining how the University will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities. The Interim Provost discussed planning for York's SMA 4 with APPRC at its meeting earlier this month where feedback was provided on the proposed changes to program areas of strength in the *Institutional Strength and Focus* metric and on the two proposed institution-specific metrics for this next Agreement. Provost Peters will present the information to Senate providing an opportunity for its views to be shared in preparation for the University's submission to the province.

h. Forward Action Plan Updates

In his recent update on the status of the academic projects within the *Forward Action Plan* strategy, the Interim Provost briefed APPRC on the two projects on *Supporting Program Innovation* and *Redesigning the Undergraduate Degree Framework*.

As described on the [Forward Action Plan](#) website, the *Supporting Program Innovation* exercise aims to reduce barriers and timelines to creating new or revised program offerings in response to increasingly rapid changes in knowledge, practice, student interest, and societal need. The project will enhance resources and supports for program innovation through integration of existing, and development of new, supports and services.

Through this project, a model for the coordination of support services for co-op and work integrated learning has been developed and is being implemented for the FW 2025-26 academic year. This integrated model - a hub and spoke type arrangement - aims to enhance work integrated learning opportunities in all academic programs and to enhance recruitment and retention by addressing an area of program innovation that has affected student interest in York programs. A grant was received to support and operate this new central services model, saving the University from allocating new resources to achieve the goal of supporting enrolment growth and program innovation. To occur concurrently with the introduction of the new central support service is revisions to curriculum to reflect how the experiential education component contributes to the program learning outcomes.

The goal of the project to redesign the undergraduate degree framework is to develop a renewed framework to address the range of new degrees that have emerged (beyond the

Academic Policy, Planning and Research Committee Report to Senate

BA and BSc), simplify the approach to breadth requirements and general education, improve student success, enhance quality assurance for undergraduate degrees, and allow for more diverse offerings across Faculties. Work on this endeavour is continuing, with a proposed new framework expected to progress to the Senate ASCP committee this spring and, thereafter, to Senate for approval as necessary.

Monique Herbert
Chair, APPRC

2024 Annual Research Report

Presentation to Senate
February 27, 2025

AMIR ASIF, VICE-PRESIDENT RESEARCH & INNOVATION



VPRI Annual Update 2024 - Agenda

1. Research and Innovation: Mandate and Vision

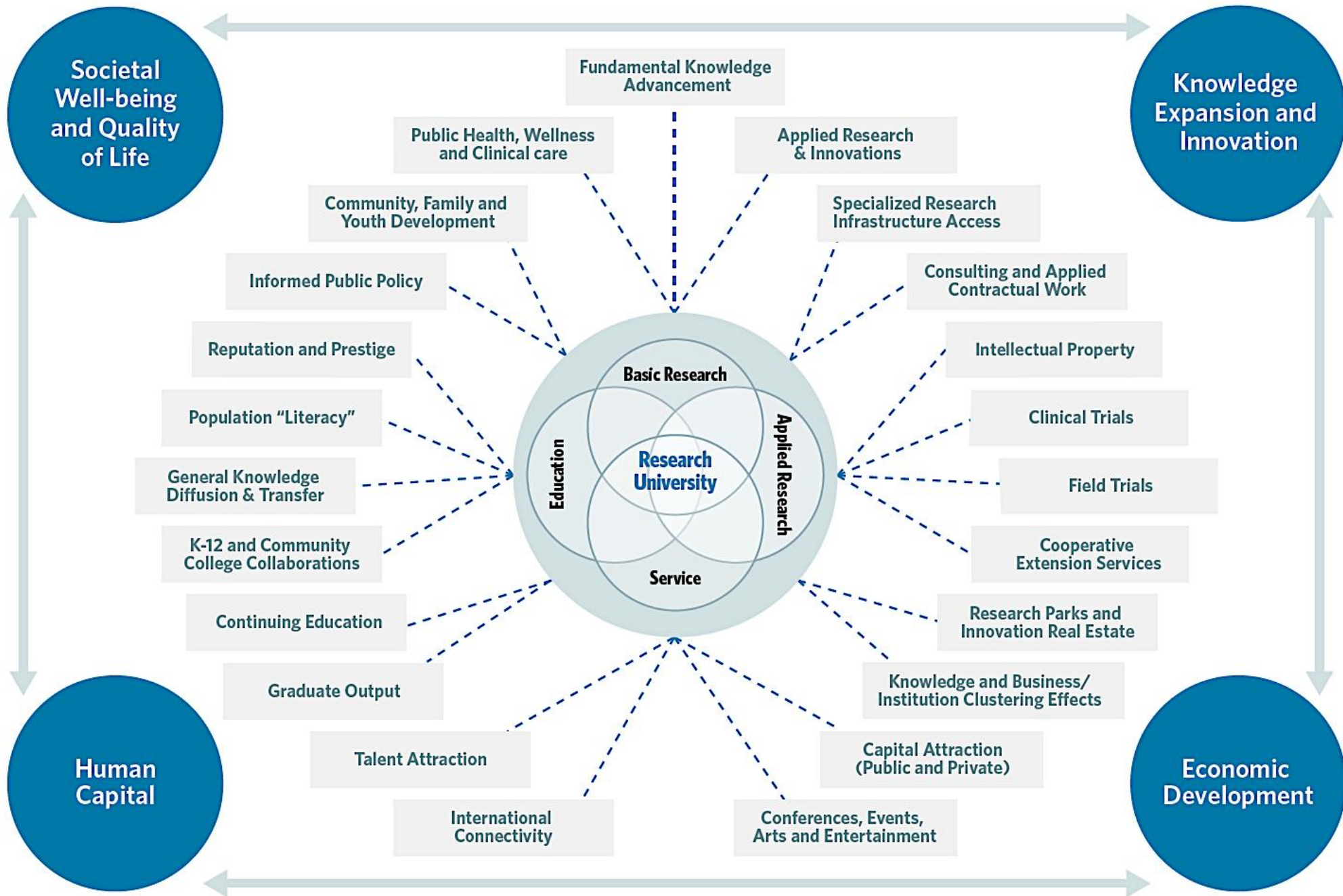
2. University Research Outputs

- Recognition, Accolades, and Achievements
- University Research Outputs: 2024 Rankings & Recent Research Successes*

3. Planning for the Future

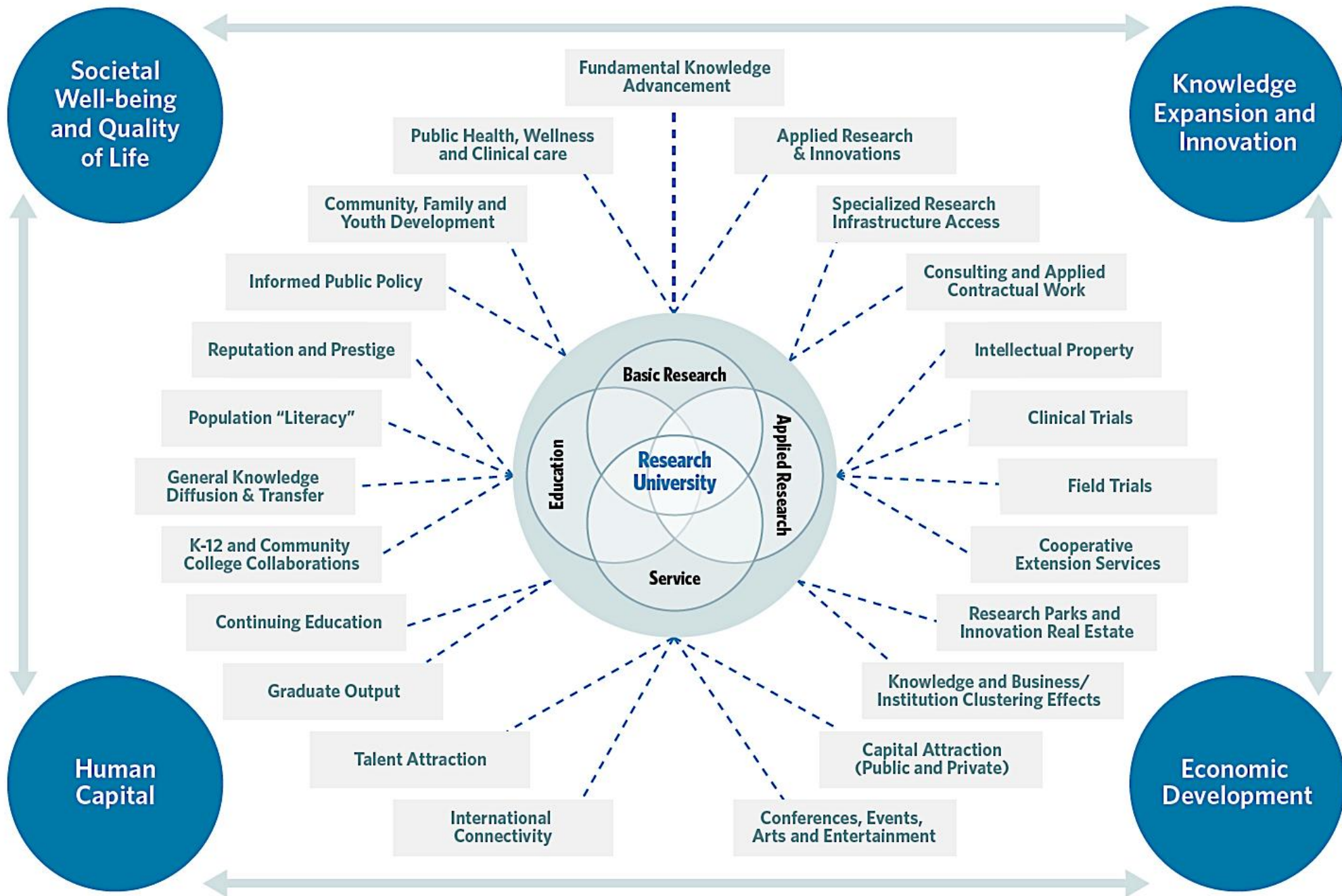
- New and Existing Research Revenue Opportunities
- Markham Campus, School of Medicine, and Vaughan Healthcare Precinct
- Future Innovation Vision

*All research income results correspond to the 2023 fiscal year – May 1, 2022 to April 30, 2023



Functional Impact of **Research Universities**

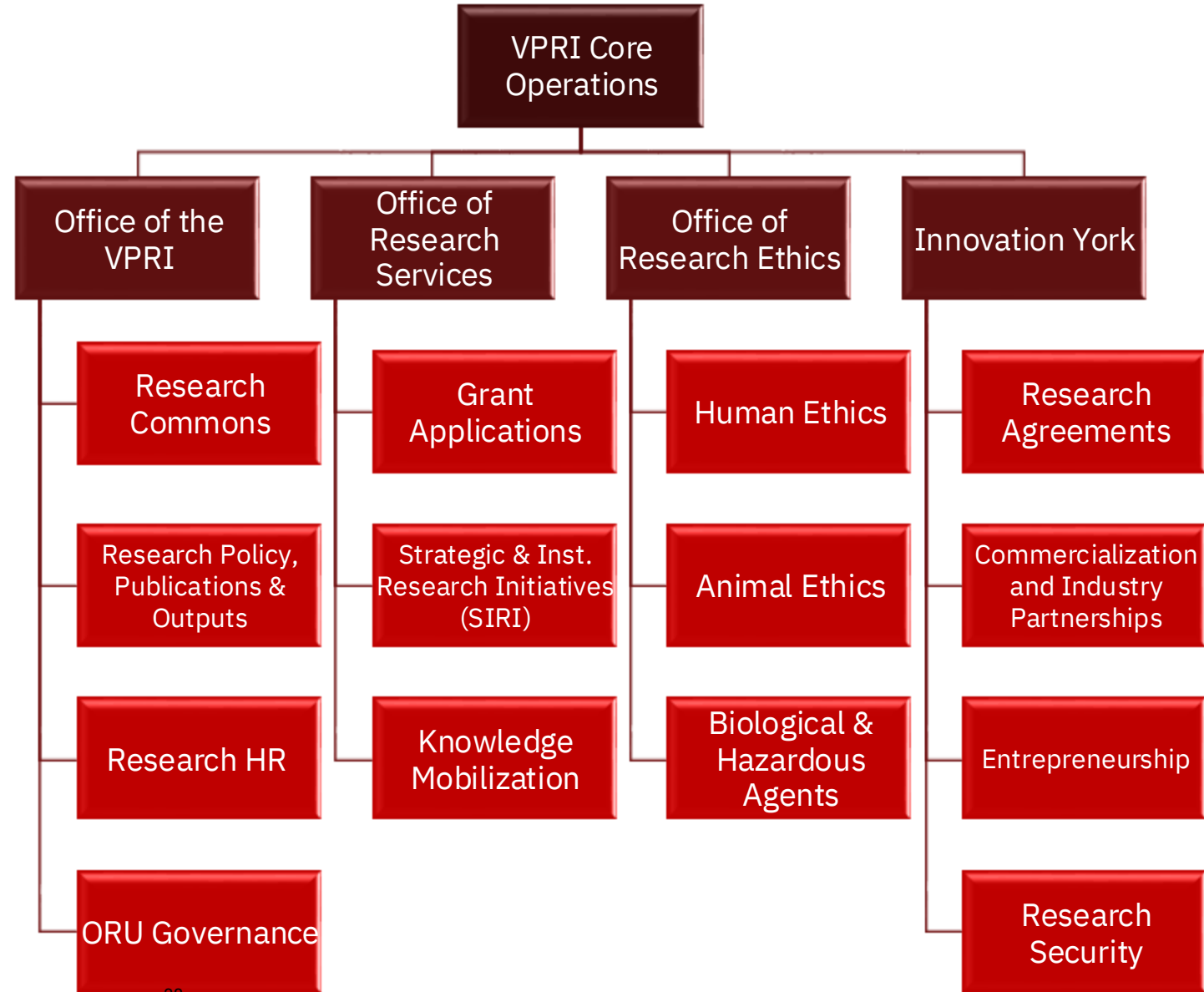
Source: TEconomy Partners. LLC




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

VPRI Core Operations Activities/ Services

- Research services, mentorship, pre-grant and post-grant support.
- Grant Preparation
- Research policies, oversight and compliance.
- Commercialization, Entrepreneurship, Knowledge Mobilization: economic and social impacts
- Research partnerships and agreements, safeguarding research
- Reputation nationally and internationally. External research reporting obligations
- Support Organized Research Units, York Research Chairs, Canada Research Chairs, CFREFs, Facilities, Discover York Academics, Research Reports, etc.
(In close collaboration with Central Divisions, Faculties, Libraries, and Colleges)





University Research Outputs -
Recognition, Accolades and Achievements
(more researchers recognized in the Appendix)

Royal Society of Canada Inductees



2024 Fellow

[Professor Kerry Kawakami](#)

Department of Psychology in the Faculty of Health



Member, College of New Scholars, Artists and Scientists

[Associate Professor Elizabeth Clare](#)

Department of Biology, Faculty of Science



Member, College of New Scholars, Artists and Scientists

[Associate Professor Sean Hillier](#)

Faculty of Health, Chair in Indigenous Health Policy
Associate Director, Connected Minds



Justice Rosalie Silberman Abella Award

[Soliyana Yared](#)

2024 JD, Osgoode Hall Law School

President's Research Awards 2024

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

Aleksander Czekanski,

Lassonde



His research interests include the design optimization and development of light-weight structures for aerospace and automotive systems, material characterization and AI.

President's Emerging Research Leadership Award (PERLA) in STEM

Gillian Parekh,

Education



Her work examines how schools construct and respond to disability as well as how students are organized across programs and systems.

President's Emerging Research Leadership Award (PERLA) in SSHA.

Satinder Kaur Brar,

Lassonde



Her leading expertise is in environmental biotechnology and sustainability, including research on antibiotic resistance, wastewater treatment and waste valorization.

President's Research Excellence Award (PREA)

Sheila Colla,

EUC



Her work focuses on quantifying the decline of wild bees, leading to the Rusty-patched Bumblee's endangered status designation, and has directly influenced government policies in Canada and the United States.

President's Research Impact Award (PRIA)

Canada Research Chair Appointments 2024

RENEWED



MARY BUNCH

CRC in Vision, Disability and the Arts, Tier II

Assistant professor in the Department of Cinema & Media Arts, AMPD, will build on her work on interdisciplinary and collaborative critical disability, feminist and queer studies as well as critical theory and arts-based methodologies

RENEWED



THOMAS BAUMGARTNER

CRC in Sustainable Organomaterial Group Materials, Tier I

Professor in the Department of Chemistry, Faculty of Science, will use his CRC renewal to continue his work on the design of novel materials that can be used to lower the anthropogenic carbon footprint, will provide knowledge crucial to the development of essential next-generation technologies for a sustainable future.

RENEWED



MICHAEL BROWN

CRC in Computer Vision, Tier I

Professor in the Department of Electrical Engineering & Computer Science, Lassonde School of Engineering will continue his work to improve the understanding of the physical world through camera images by: investigating image formation models that describe how incoming light

York Research Chairs 2024 – Tier 1



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



George Zhu, Lassonde
YRC in Space Robotics and Artificial
Intelligence



Annie Bunting, LA&PS
YRC in International Gender Justice
and Peacebuilding

York Research Chairs 2024 – Tier 2



Jack Jiang, Lassonde
YRC in Software Engineering for
Foundation Model-powered Systems



Sandra Rehan, Science
YRC in Molecular Ecology and
Behavioural Genetics



Laura Levin, AMPD
YRC in Art, Technology and Global
Activism



Amy Muise, Health
YRC in Relationships and
Sexuality



Rabiat Akande, Osgoode
YRC in Law and the Histories of
Empire



Erez Freud, Health
YRC in Visual Cognitive Neuroscience



Kevin Lande, LA&PS
YRC in Philosophy of
Representation

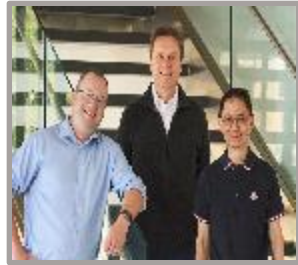
Leadership in Research: Sample Research Successes 2024



CHRISTINA SHARPE

Canada Council of the Arts Molson Prize, Windham-Campbell Prize and Guggenheim Fellow

In April 2024, she was awarded a Windham-Campbell Prize in Nonfiction and was named a Guggenheim Fellow. In May 2024 she received the Canada Council for the Arts Molson Prize for the Sciences and Humanities for her notable contributions to literature and Black studies.



**JIANHONG WU,
SERGEY KRYLOV &
DEREK WILSON**

NSERC Synergy Award for Innovation

The three professors received the Synergy Award in recognition of their pursuit of work addressing challenges in early-stage drug development by providing the health economic data needed for informed decision-making in pharmaceutical markets.



**MICHAEL
ROTONDI**

Appointed Applied Public Health Research Chair, CIHR/Public Health Agency Canada

His appointment to the 2024 cohort of Applied Public Health Research Chairs means he will receive \$1.15 million in funding over six years to build on over a decade of working in partnership with Indigenous community health service providers to develop and apply advanced statistical techniques to improve the health of First Nations, Inuit and Métis Peoples living in urban areas.



**LALEH SEYYED-
KALANTARI**

Google Research Scholar Program Award

Google's Research Scholar Program aims to support early-career professors by providing generous funding and encouraging the formation of long-term partnerships. Professor Seyyed-Kalantari's research focuses on investigating and improving fairness of artificial intelligence (AI) models used in medical practices.



**JANINE
MARCHESSAULT**

Killam Prize in Humanities

Professor Janine Marchessault has been named one of the five recipients of the esteemed 2024 Killam Prize, recognized in the Humanities category, honouring her work in community-based and public art exhibitions, research creation and public outreach.



**DAVID
PETERS**

Fellowship in the Canadian Academy of Health Sciences

The CAHS Fellowship is awarded to individuals who demonstrate outstanding leadership and commitment to advancing health sciences. Peters' research is among the top two per cent of cited works worldwide, reflecting his significant impact on the academic and health-care communities.

King Charles III Coronation Medals



Sapna Sharma



Rhonda Lenton



Peter Constantinou



In recognition of outstanding contributions to their communities in the areas of service, the environment and sustainability, and the nation's diversity

Pina D'Agostino



Lisa Cole



Sheila Colla



Sample Research Successes: Glendon College



➤ Book Publications



Julie Mcdonogh Dolmaya

Digital Research Methods for Translation Studies



Marie-Helene Larochelle

Toronto jamais bleue. Lemeac. 2024

➤ Awards



Colin Coates

Governor General's International Award for Canadian Studies, International Council for Canadian Studies (ICCS)



Amanda Ricci

Canadian Committee on Women's & Gender History's English Language Book Prize for her book *Countercurrents: Women's Movements in Postwar Montreal*

Sample Expressions of York's Scholarly & Creative Leadership

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



- **Marissa Largo**: awarded the Exhibition of the Year from Galleries Ontario Galleries (GOG).



- **Janine Marchessault**: awarded the Killam Prize for her work in community & site-specific public art, research-creation & public outreach.



- **Anne Sullivan**: named a 2024 Higher Education Video Game Alliance Fellow.



- **Brandon Vickard**: recipient of the AMPD Research Award

New Publications, Exhibitions & Creative Outputs:

- **Jessica Campbell (Exhibition)**: *Heterdoxy*



- **John Greyson (Film)**: *Death Mask*



- **Sarah Parsons (Book)**: *Photography in Canada, 1839-1989*



University Research Performance

The background features a series of diagonal stripes in shades of teal, green, and yellow, transitioning from left to right. Overlaid on these stripes are numerous semi-transparent, upward-pointing arrows of varying sizes and colors, creating a sense of growth and progress.

2023 Sector Analysis - FY 2023 Research Income:

Canada-wide

- Research income at *Canada's Top 50 Research Universities* has recovered showing a solid increase of **6.0%** to a combined **\$9.60B** between Fiscal 2022 and Fiscal 2023 from last year's decline of **-2.6%**.
- In Fiscal 2023, 35 universities recorded gains in research income versus 15 where research income dropped.
- The \$100M Club welcomed Concordia University now totalling 22 universities and accounting for **92%** of the Top 50 total (\$8.82B income).

Comprehensive Universities

- In the Comprehensive category (now 13 Canadian universities), the average research income is **\$111,452,769**.

York University

- York enjoyed an increase in income of **8.1%** this year - ranking **#6 of 13** in the comprehensive category for research income
- York has maintained its research income at a level **exceeding \$100M** for the last 6 years

Knowledge for the Future: Research Excellence

Record Levels of Research Revenue:

This year York University achieved the **highest level of externally sponsored research income** in its history standing at **\$120+M**.

Since 2019-20, our tri-council research revenue is up by over **56%** and is the **highest in York's history across all councils**

In the last five years, York has secured **6** ongoing NSERC Create grants valued at **\$1.65M** each and **10** SSHRC Partnership grants valued at **\$2.5M** each - possibly the **highest number currently held by a single Canadian institution** in both cases.

York Annual York publications stand at **3,245** in 2023, up from 2022 by **3.4%** and **highest in York's history**.

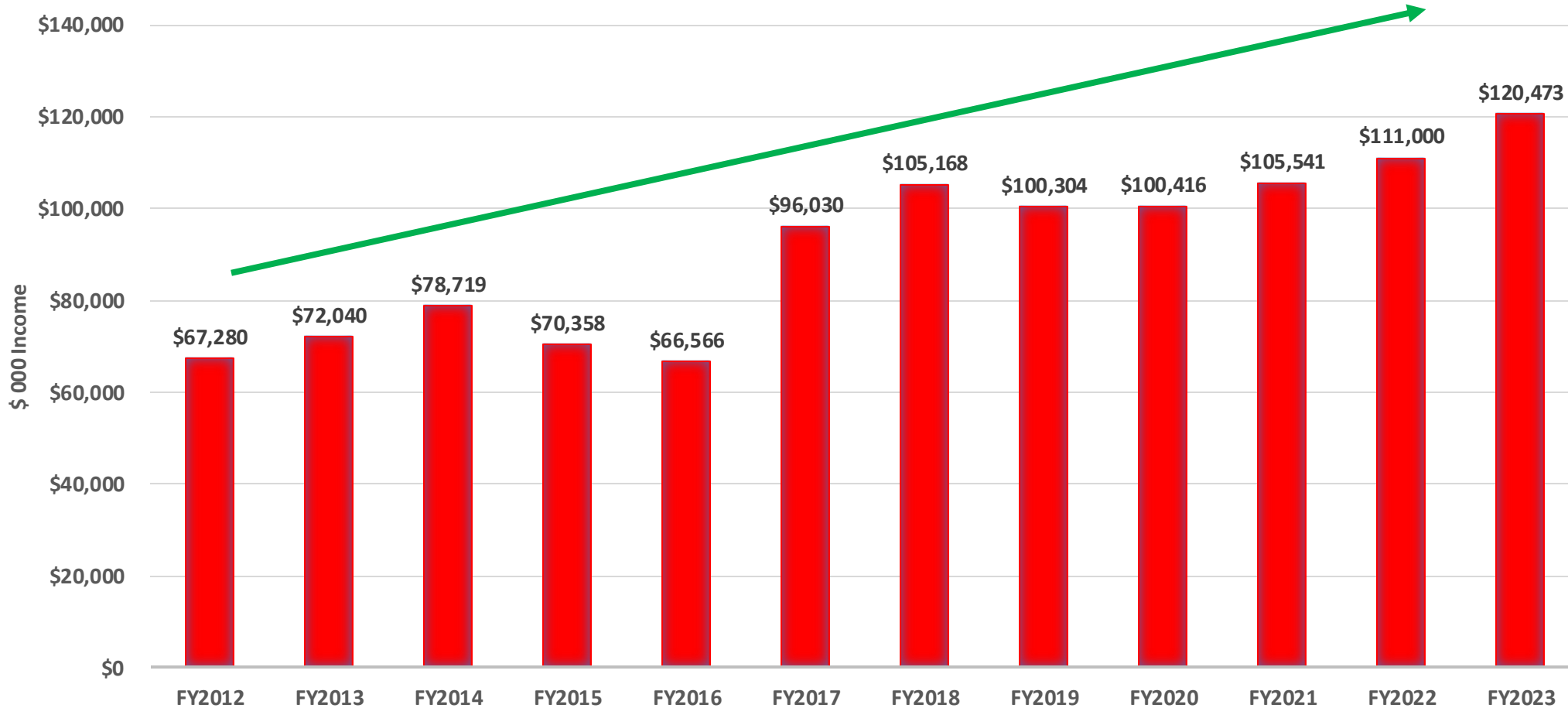
One of 11 Universities in Canada to secure 2023 CFREF Grant:
Connected Minds

National Rankings 2024 RESEARCH Infosource

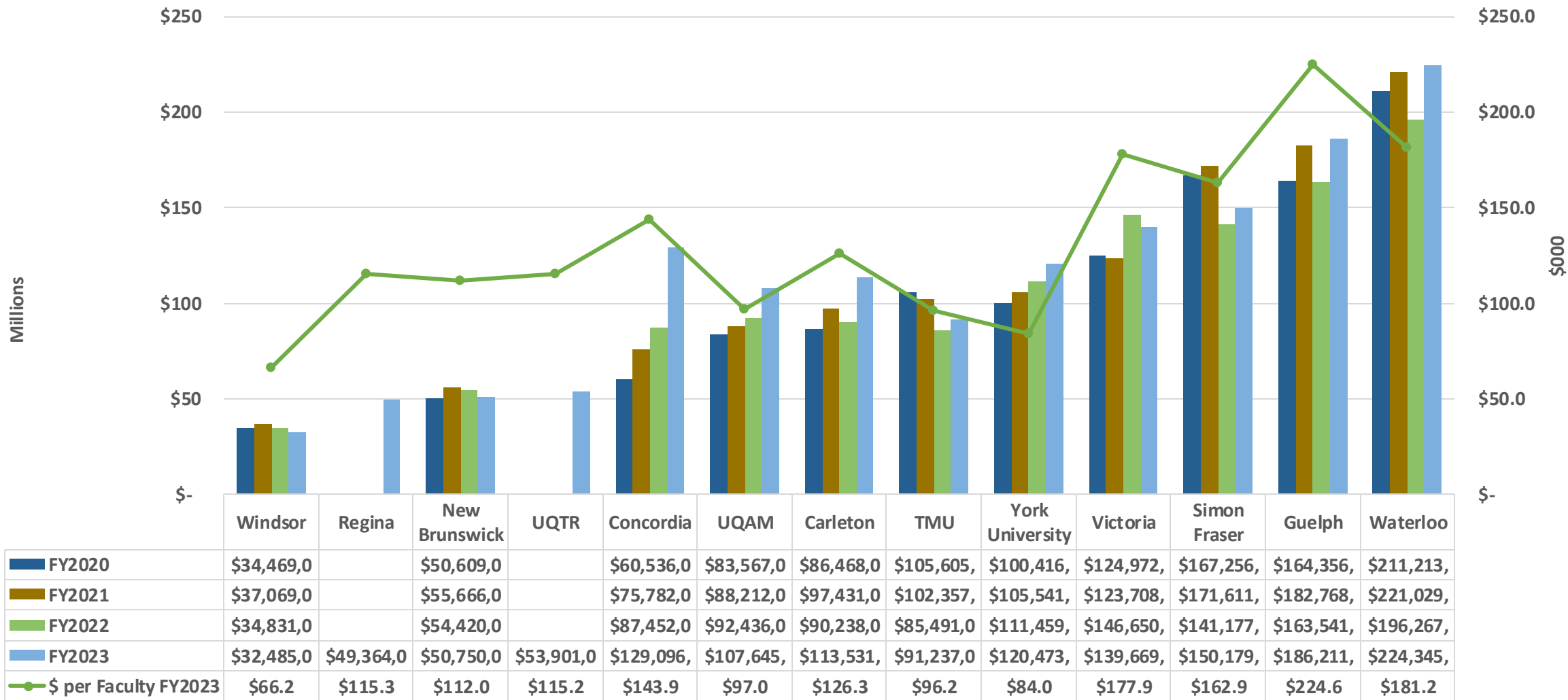
Rank		University	Sponsored Research Income		Intensity	
2022	2023		FY 2023 \$000	FY2022 \$000		% change 2022-2023
13	14	University of Manitoba	\$211,411	\$210,975	0.2	\$168.5
16	15	Queen's University	\$210,404	\$182,607	15.22	\$243.2
15	16	Dalhousie University	\$188,779	\$190,796	-1.1	\$149.9
18	17	University of Guelph	\$186,211	\$163,541	13.9	\$224.6
20	18	Simon Fraser University	\$150,179	\$141,177	6.4	\$162.9
17	19	Memorial University	\$142,847	\$175,792	-18.7	\$148.2
19	20	University of Victoria	\$139,669	\$146,650	-4.8	\$177.9
24	21	Concordia University	\$129,096	\$87,452	47.6	\$143.9
21	22	York University	\$120,473	\$111,459	8.1	\$84.0
23	23	Carleton University	\$113,531	\$90,238	25.8	\$126.3
22	24	UQAM	\$107,645	\$92,436	16.5	\$97.0
25	25	TMU	\$91,237	\$85,491	6.7	\$96.2

York's Sponsored Research Income- Doubled in a Decade

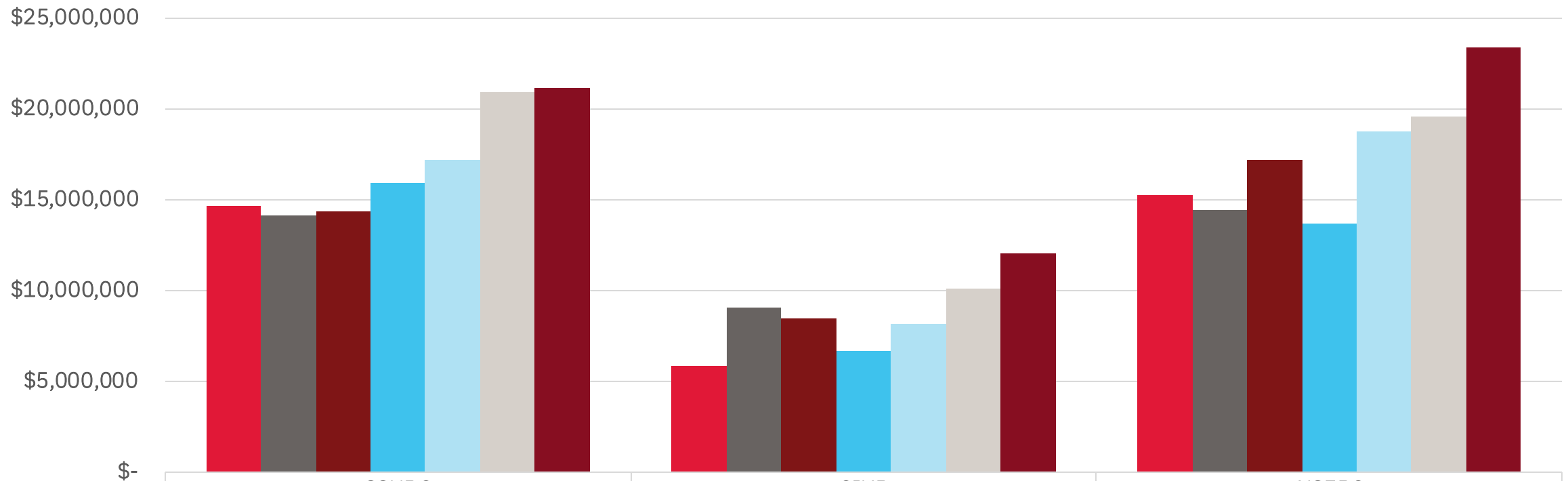
SOURCE: RESEARCH INFOSOURCE



Comprehensive Category: Annual Research Income FY2020-2023 (Source: Research Infosource)



York Tri-Council Research Funding

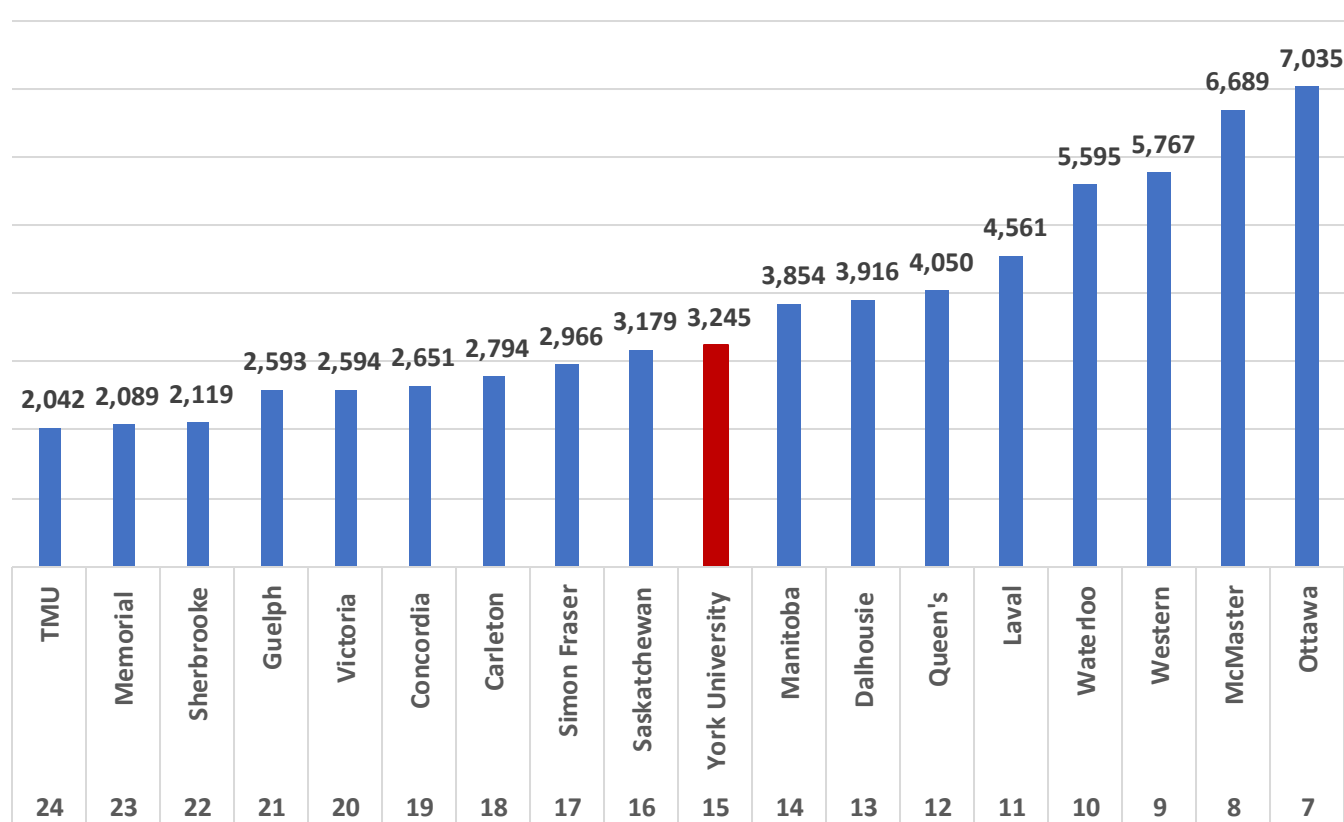


	SSHRC	CIHR	NSERC
■ 2016-17	\$14,637,534	\$5,793,773	\$15,263,109
■ 2017-18	\$14,105,055	\$9,025,416	\$14,391,370
■ 2018-19	\$14,337,746	\$8,418,110	\$17,193,110
■ 2019-20	\$15,902,690	\$6,652,595	\$13,660,477
■ 2020-21	\$17,183,901	\$8,154,248	\$18,705,480
■ 2021-22	\$20,924,510	\$10,107,527	\$19,533,342
■ 2022-23	\$21,164,516	\$12,025,621	\$23,359,781

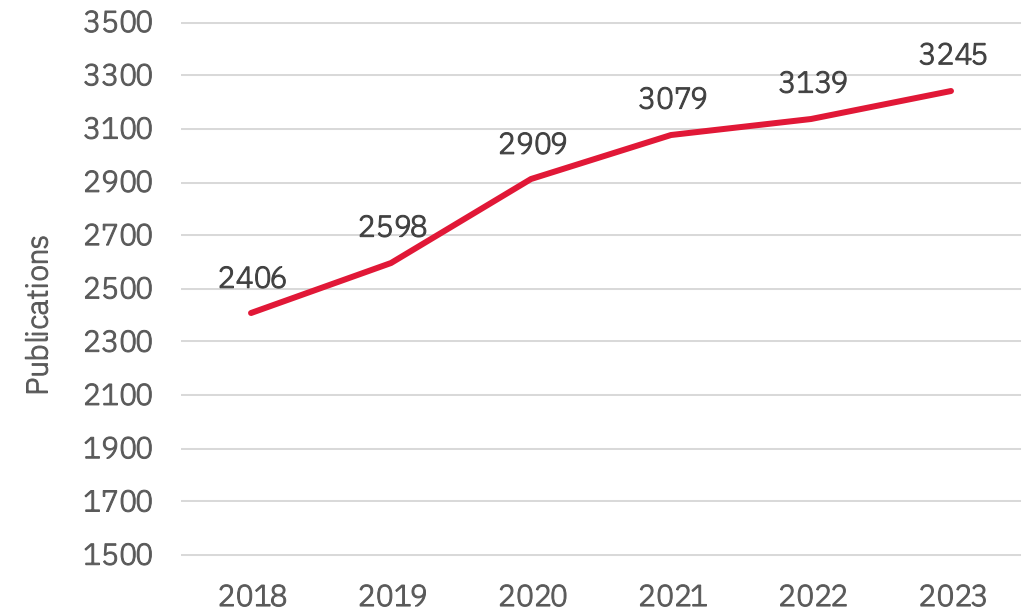
Research Productivity – Number of Publications 2023

Source: SciVal

York Publication Output Ranking Among Peers



York University Publication Output



Spotlight on AI Publication Performance: 2018-2022

(Source: Research Infosource)

Rank	Comprehensive University	AI Publications Growth % Change 2018-2022
1	York University	248.3%
2	Toronto Metropolitan University	204.8%
3	Carleton University	204.1%
4	Concordia University	168.6%
5	Simon Fraser University	155.3%

Publications data from Observatoire des sciences et des technologies (Clarivate Analytics – Web of Science) publications data 2018-2022 (the latest final year available). Based on full-service universities on the Top 50 Research Universities list for all five years; and had publications in the areas of artificial intelligence between 2018-2022.

Research Performance

Building Capacity for Research Success



Some recent successes:

✓ SSHRC:

- **Insight Grants:** 21 York-led projects received a combined total of \$2.9M
- **Insight Development Grants:** York received 24 awards for total of \$1.5M
- **Partnership Engage Grants:** 3 grants with a 75% success rate, total of \$74,855 (Sept.24) and 3 grants with 50% success rate, total of \$74,669 (Dec.23)
- **Connection Grants:** 26 projects were successful in 2024 with a total of \$896,911 awarded
- **Partnership Development Grants:** 3 projects received a total of \$599,310

✓ NSERC:

- **Discovery Grants:** 46 grants awarded with a total of \$9.1M and a success rate of 80% - highest funding ever
- **Sub-Atomic Physics grants:** 5 projects funded for a total of \$2.1M and a success rate of 80% - highest funding ever
- **Research Tools and Instrument Grant:** received 5 grants with total funding of \$726K – highest number awarded in a year
- **Northern Research Supplement Grant:** 2 grants with total funding of \$150K – first time successful in this grant in 10+ years
- **Create Grant:** Afshin Rezaei Zare (Lassonde) \$1.65M. York has 6 ongoing Create grants- likely the highest number held by a single Cdn. institution
- **Alliance Missions competition:** 1 application funded for a total of \$1.5M – highest funding ever
- **Synergy award For Innovation 2024**– Jianhong Wu, Sergey Krylov, Derek Wilson awarded \$200K for innovation in drug, vaccine development

Research Performance

Building Capacity for Research Success



- ✓ **CIHR:**
 - **CIHR Project Grants-** Received 5 project grants totalling \$3,137,052 – Highest funding in York's history
 - **CIHR Applied Public Health Chair** – Michael Rotondi (Health) awarded \$1.15M

- ✓ **New Frontiers in Research Fund 2023 International Joint Initiative for Research in Climate Change Adaptation and Migration-** 3 projects awarded a total of \$6M
- ✓ **CFI John R. Evans Leaders Fund (JELF)** supporting research infrastructure – 9 recipients awarded \$813K in Science, AMPD, Health, LA&PS, and Lassonde
- ✓ **Ontario Research Fund – Small Infrastructure Fund-** 9 recipients awarded \$963k in infrastructure funding
- ✓ **Ontario Research Fund – Research Excellence-** Jianhong Wu with Ali Asgary awarded \$2M for their project on AI and disease transmission models “
- ✓ **Reconciliation Network in Response to Call to Action 65** – supporting an Indigenous metaverse project awarded to Maya Chacaby (Glendon) for nearly \$1M –one of only 6 selected in the country
- ✓ **Killam Prize-** Janine Marchessault (AMPD) honouring her work in community-based and public art exhibitions, research creation and public outreach.
- ✓ **John Simon Guggenheim Memorial Foundation Fellowship** – Christina Sharpe (LA&PS) awarded \$40K for her contributions to the field of Black studies and her innovative approach to research and writing

A magnifying glass is positioned over a bar chart. The chart shows data for four quarters (Q1, Q2, Q3, Q4) with two series of bars in blue and green. A red border frames the central text. The background is a light blue gradient.

Planning for the Future: New & Existing Research Revenue Opportunities

TRADITIONAL RESEARCH REVENUE SOURCES

Grant Money Funds from Tri-councils (NSERC, SSHRC, CIHR) pay for operating costs (researchers)

Research Infrastructure Funds from Canadian Foundation for Innovation (CFI) helps build state of the art facilities

Provincial Research Funding (Ontario Research Fund-matching funds, Early Researcher Awards)

Tri-agency Institutional Programs Secretariat (TIPS) fund CRCs, CERC, CFREF-Connected Minds, VISTA

Overhead: Associated with research grants and private sector contributions, covers research administration and services expenses

SRP IMPLEMENTATION PLAN

Continue research intensification

Increasing our research partnerships with industry, SMEs, NGOs and social organizations working with researchers

Conducting research in a secure environment and the collaborations are built with secure partners

Strengthening our commercialization and entrepreneurship enterprise

Maintaining world-renowned reputation in knowledge transfer and mobilization

Fiscal Accountability and contributing to the revenue of the University

Aspiration: Double our research productivity in the next five years

TRADITIONAL RESEARCH REVENUE SOURCES

Aspiration - **Double our research productivity** in the next 5 years by:

- Increased participation and success in Large-Scale Research Programs.
- Increased participation and success in CIHR competition with increased eligibility due to the School of Medicine.
- Increase in our per capita research income.

Increased externally sponsored research income has a **multiplicative impact**:

- Higher envelopes for tri-agency and CFI competitions.
- Higher number of Canada Research Chairs.
- Increased Research Support Fund.

“UNTAPPED” RESEARCH REVENUE SOURCES

Entrepreneurship:

supporting startups and entrepreneurs from a variety of sectors and communities across the country.

Research Partnerships:

York is building industry and other private sector partnerships in key areas

Commercialization / IP/ Patents:

research leading to patents and licences that bring in revenue for the university.

Knowledge Mobilization:

maximizing the societal benefits of research to partners from the public, private and nonprofit sectors

International grant opportunities:

Horizon Europe, NSF, ARPA/DARPA, Other US and European grants, hosting international centres of excellence

Others:

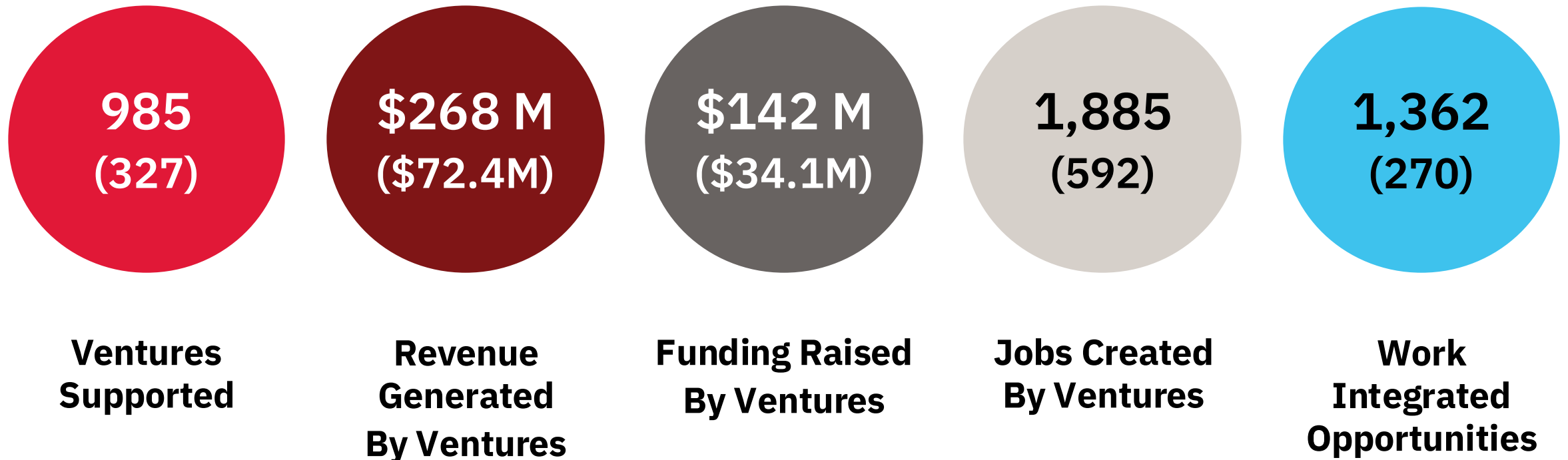
Advancement sources, consultancies, innovation real estate, hackathons, providing gov't consultation

Transform Research and Innovation into a “Knowledge Enterprise”

ENTREPRENEURSHIP: YSPACE – IMPACT SINCE 2018

YSpace is York University’s pan-university innovation hub supporting startups and entrepreneurs from a variety of sectors and communities across the country. Our programming spans across scaling ventures through customer and investor capital support.

Focus areas: [Technologies Ventures](#); [Food & Beverage Ventures](#); [Women-Led Ventures](#); [Black-Led Ventures](#)



Spotlight: Black Entrepreneurship Alliance names York among the best



York University alumni named among the top three Black entrepreneurs of a startup pitch competition hosted by the Black Entrepreneurship Alliance founded by the Black Creek Community Health Centre in partnership with YSpace.

ENTREPRENEURSHIP: YSPACE – Plans

GROWING IN 2024-2025

 <p>Sustainable Canadian Agricultural Partnership Competitive. Innovative. Resilient.</p>	National Food & Beverage Program
 	Black Entrepreneurship Alliance: supporting 350 black entrepreneurs
 <p>GEORGINA</p>	YSpace Hub in Northern York Region
	National Women's Program - ELLA
	Experience Ventures: 600 entrepreneurial student WIL

FUTURE GROWTH OPPORTUNITIES

 <p>Venture Investment Fund</p>	8 highly successful company-exits in the last 6 year. Had we invested in those companies, we could have recouped millions.
 <p>Talent Development Hub</p>	Entrepreneurial Work Integrated Learning - Positioning York as a talent hub for our founders is key is key to opening new funding pots.
 <p>THE FUTURE OF MOBILITY</p> <p>OVIN R&D Hub</p>	Only academic institution to be a Regional Technology Development Site. Provides advantage to support scale up in the automotive and mobility space.

PARTNERSHIPS - Leading in R&D

To achieve economic objectives, York is building industry partnerships in areas:

- R&D in Lifesciences, Environmental Sustainability & Community Health
- R&D in Biotech & Drug Development
- Clean Energy - Building energy models
- Software Engineering - A.I
- 3D Printing and Microfabrication
- EV Technology Development

Goals:

- *Increase targeted OCI funded projects from 2 in 2023 to 20 by 2027* by enabling connections between industry and academic across faculties
- *Double the current private sector pipeline* for work-integrated-learning and internship opportunities, industrial research experience for students and increasing their hire-ability
- *Increase patent filings per year* to improve York's ranking among top Canadian Universities & match or exceed the University of British Columbia with 15 patent filings per year.
- *Action Plan developed* to increase research revenue from private sources developed by the working group



SAMSUNG



Increase the number of research projects that lead to technology innovations. Currently at 5%.

Generate IP to drive innovation and commercialization

University Strategic Expansions



Markham Campus

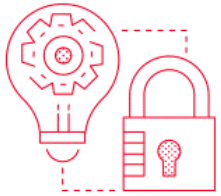
Working with Deputy Provost Markham on planning and connecting to our newly hired faculty members through continued meetings, and discussions on collaborative space needs as well as identifying connections and areas of need in building programming and aligned partnerships in the region.

VHCP & School of Medicine

Working to build to partnerships with Mackenzie Health, City of Vaughan and ventureLAB to connect industry with clinicians and researchers to create synergies and key collaborations in healthcare, health research, and advancements in medical technologies.

COMMERCIALIZATION – GROWTH

The Tech Transfer Office (TTO) serves as a bridge between academic research and commercial markets, managing the process of moving innovative research from the lab to the marketplace. Key responsibilities include IP management, market assessment, prototype development, and facilitating industry partnerships.



Increase Cross-Faculty Disclosures:

Utilize the CFREF investment in Connected Minds to promote innovation in other faculties (apart from Engineering), with a goal to increase disclosures.



Strengthen Training and Industry Partnerships:

Enhance IP Training and Support: Bolster training through the IPON partnership, targeting an annual increase in trained researchers

Deepen Industry Collaborations: Expand industry partnerships leveraging funding and research alignment with strategic focus areas for industry.



Optimize Licensing Revenue:

From Prototype to Market: Focus on converting more prototypes to market-ready products, enhancing the path to commercialization.

Generate Licensing Revenue: Aim to significantly increase licensing deals and royalties.

Connected Minds as a Prototyping Platform

CM provides a platform and the resources to implement our strategies for entrepreneurship, research partnerships, commercialization and social innovation.

- \$54M in multi-sector partnerships for the Connected Minds program
- Creation of a Partnerships Committee, which facilitates research partnerships and adjudicates funding.
- Creation of an Innovation & Commercialization Committee, which facilitates commercialization activities and adjudicates our Prototyping Awards.
- The budget for Prototyping Awards is \$1.4M over 7 years.
 - There are 2 levels: Stage 1 Pre-prototyping (\$20K) and
 - Stage 2 Prototyping (\$50K).
 - This program has just launched, with several submissions for adjudication in the pipeline already.

Financial sustainability for Connected Minds, with the goal of sustaining programming beyond the 7-year funding period of the award (2023-2030).

KNOWLEDGE MOBILIZATION

*Diversification of Resources
Faculties of Future*



SUSTAINABLE DEVELOPMENT GOALS



- Founded in 2006 by York and Victoria
- Pan-Canadian network of 37 institutions (and growing!)
- 90+ people dedicated to research impact
- 15 years of turning research into action
- +\$140K annual funding from membership fees
- \$6M funding from Future Skills Centre

Upcoming: Pan Canadian Knowledge Mobilization Program proposed to Tri-Agency and ISED



Maximize the impact of York's academic research for the public good



INTERNATIONAL OPPORTUNITIES

*Diversification of Resources
Faculties of Future
International Strategic Enrolment*

Horizon Europe and Others:

- The world's largest research and innovation funding program involving countries around the globe.
- Runs from 2021-27 with a budget of €95.5 billion and includes 27 EU member states and 16 associated non-EU countries.

UN Centers of Excellence



water
ACADEMY





Addressing Water for Peace: Water Governance in Conflict and Humanitarian Settings (UN, Geneva)

(*Rumina Dhalla* – UNITAR Special Advisor; *Mr. Alan Atkisson* - Ex. Secretary, Global Water Partnership; *Walid Khalid Obeidat* – Ambassador Jordan; *Alex Mejia* – Director UNITAR; *Rhonda Lenton* – President York University; *Bruce Gordon*, Vice Chair, UN Water; *Ebru Osman-Sokullu*, Director, CIFAL Istanbul; *Amir Asij* – York University)


H.E. Amb. Walid Khalid Obeidat
Permanent Representative of Jordan
to the United Nations Office at Geneva


Mr. Alexander Mejia
Director, Division for People and Social Inclusion,
UNITAR


Dr. Rhonda Lenton
President and Vice-Chancellor
York University

Fundraising

ADVANCEMENT FOR RESEARCH REVENUE

In collaboration with the Division of Advancement:

- Commercialization: Establish and manage a dedicated Venture Capital Fund to support IP related activities, patent filings, and secure long-term financial benefits resulting from commercialization for the University.
- University wide Entrepreneurship Center: Create a virtual hub/spoke network and a future physical presence that integrates YSpace, Schulich School of Business, IP Osgoode, BEST, and other York innovation centers.
- Endowed Research Chairs: in areas of strategic interest to the university, including Sustainability Analytics, Indigenous Studies, and Interdisciplinary Studies.
- Research Infrastructure: as part of fundraising activities for the Markham Campus, Goldfarb Gallery, and School of Medicine.
- Fundraising for Organized Research Units and York Research Chairs.



Summary

- ❖ **Publications:** York's total outputs continue to increase to a record level, placed #15 in Canada.
- ❖ **Research Income:** York has maintained its externally sponsored research income at a level exceeding \$100M for 6 years in succession with an 8.1% increase to \$120M+ in FY2023 – **highest in the history of the University**
- ❖ **Tricouncil Research Income:** Since 2019-20, our tri-council research revenue is up by over **56%** and is the **highest in York's history across all councils**
- ❖ **Opportunities:** New opportunities identified as part of YorkU Forward Action Plan that have been relatively untapped previously:
 - Entrepreneurship, Commercialization, Knowledge Mobilization, International Research Partnerships and Grant Opportunities
 - School of Medicine and Markham Campus

Transform Research and Innovation into a “Knowledge Enterprise”



APPENDIX SECTION

Vision


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

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

Next Five years:

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



A magnifying glass is positioned over a bar chart. The chart shows data for four quarters: Q1, Q2, Q3, and Q4. Each quarter has two bars, one blue and one green. The blue bars are consistently taller than the green bars. A scale marker '1,000' is visible on the right side of the chart. The entire scene is framed by a thick red border.

Appendix: Planning for the Future: Innovation York

Innovation Updates

Growth in Innovation

- In 2023-24, Innovation York's activity has been driving engagement and building entrepreneurship and visibility in the surrounding Region. The number of startup companies that have been supported by Innovation York is up by 48% and new companies engaged has increased by 51% over last year.

New YSpace programming in York Region:

- York Region received \$1.08M to fund Project JumpSTART focused on boosting support of women entrepreneurs in York Region, as well as launching new services to attract international entrepreneurs to York Region. Funding will support YSpace, alongside Treefrog Inc., in creating a new business accelerator program focused on the northern six York Region municipalities.
- New funding from Rural Economic Development Program marks the extension of support for YSpace Georgina to expand its existing four programs and build a new program, supporting an additional 80 businesses over the next two-years.
Since 2021, YSpace Georgina has supported the development and growth of over 700 aspiring and existing entrepreneurs. It is the first entrepreneurship hub in northern York Region, supporting the entrepreneurial community from tourism industry to professional services to product-based businesses.





TECHNOLOGY PROGRAMS

1. Venture Catalyst
2. Technology Accelerator
3. Technology Incubator
4. Smart Mobility Technology Accelerator
5. Startup Visa
6. Alberta Innovates Fundraising Program

AGRIFOOD PROGRAMS

1. Food & Beverage Accelerator
2. Agrifood Incubator
3. Agrifood Investment Bootcamp

WOMEN-LED PROGRAMS

1. ELLA Express
2. ELLA Ascend
3. ELLA Altitude
4. ELLA Incubator (Project Jumpstart)
5. VISA Canada She's Next
6. Branksome Hall Noodle
7. BDC Thrive Lab

BLACK-LED PROGRAMS

1. Investment Bootcamp
2. Business & Leadership Certificate with Schulich Exec Ed
3. Product Feasibility Program
4. Alfred Anucha Award in Entrepreneurship

COMMUNITY & STUDENT PROGRAMS

1. Idea Consultations
2. Founder Fundamentals
3. Experience Ventures
4. YRDSB Innovation Course by Design
5. TMS Schulich Entrepreneurial Experience
6. Continuing Education Entrepreneurial Stream
7. Italia360

A man with dark hair, wearing a blue long-sleeved shirt and a black watch, stands in front of a white wall. To his right is a large logo for 'YSpace Markham'. The 'Y' is red and the 'Space' is black. 'Markham' is written in a smaller black font below 'Space'. The background also features a red and white geometric pattern on the right side.

Spotlight: YSpace-supported startup awarded \$2M by Canadian Space Agency

- A YSpace-supported startup, Phyxable, has been awarded \$2 million by the Canadian Space Agency (CSA) to develop new health-care technologies designed for astronauts during space flight and for people living in remote communities across the country. The CSA initiative is focused on building state-of-the-art medical technologies that can all be contained in a mobile structure, called the Connected Care Medical Module (C²M²). Phyxable's version of the C²M² prototype, known as an Advanced Medical Pod, is fully autonomous, and uses equipment operated by artificial intelligence, machine learning, robotics and more.



Appendix: Additional Research & Innovation Achievements

First-of-its-kind PhD Program in DEM

York has established Canada's first ever PhD program in Disaster and Emergency Management (DEM). The PhD program in DEM is designed to link academic study and professional experience to support the development of theories, methods, policies and practices in the field.

The program will incorporate advanced courses, focused mentorship from established faculty, relationship development with DEM practitioners, a supportive environment for pursuing innovative research, as well as the development of teaching and public outreach skills. Applications for the program's inaugural cohort will be accepted from October 2024 to January 2025.



Y-EMERGE Partnership to Combat Climate Change by Advancing Math Modelling

The York Emergency Mitigation, Engagement, Response & Governance Institute (Y-EMERGE) has established a partnership with the Research & Innovation Centre at the African Institute for Mathematical Sciences (AIMS-RIC) in Rwanda that will bring AIMS PhD students to York University to pursue their research in mathematical modelling as a tool for addressing climate change.



- The project, called Human Capacity Building in Climate Change and Health in Africa, is being jointly funded by York International (YI) and Global Affairs Canada's Canadian International Development Scholarships 2030 program, marking the first external grant to Y-EMERGE.
- Researchers were able to leverage C\$25,000 in matching funds to secure a significantly larger external grant for an impactful international research collaboration.
- As part of the project, 10 PhD students from the AIMS Research & Innovation Centre will each spend a year at York between 2025 and 2028 to advance their work with mathematical modelling and climate change.
- Participating students will have the opportunity to develop their research by working with experts in their areas of interest.

Launch of Victor Phillip Dahdaleh Advanced Disaster, Emergency and Rapid Response Simulation (ADERSIM) Lab



The Lab is equipped to manage, coordinate and act as a hub to support large-scale emergency operations. It will allow researchers to conduct research, train, simulate, as well as evaluate rapid emergency response strategies by government, non-government and private sector organizations across Canada and around the world, while providing assistance to other Emergency Operations Centres (EOCs).

It is the only multifunctional EOC for research, training and operations at a university in Canada.

Philanthropist and York alumnus Victor Dahdaleh and his wife Mona donated \$2M towards construction, equipment and operating costs for the lab's EOC. In addition, the Ontario Research Fund (ORF) through the Ministry of Colleges and Universities contributed \$1.45 million in initial funding.

Partnerships Update: UNITAR Global Water Academy World Water Day Events



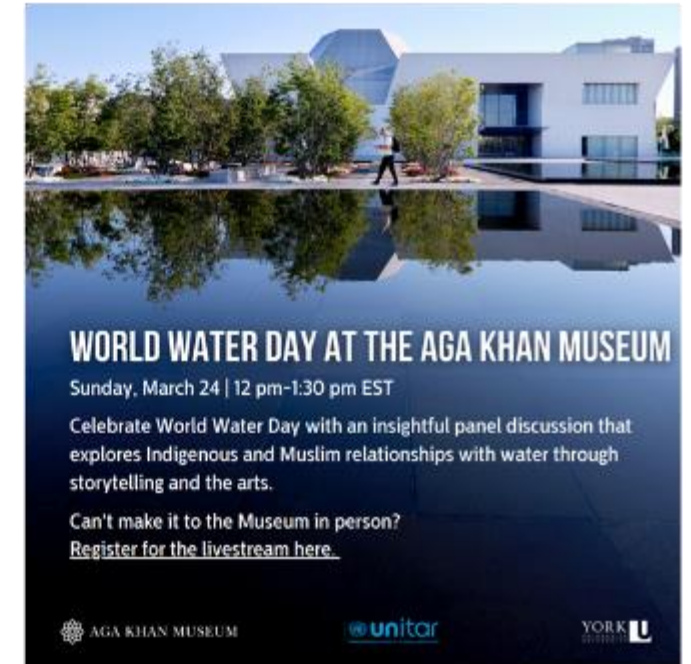
MARCH 13, VIRTUAL

Global Challenges in water access, developing governance solutions and applications for alleviating water scarcity. Featured experts from around the world, highlighting specific challenges to water access and identifying strategies to improve access to clean water



MARCH 22, GENEVA

Hosted a side event panel as part of the United Nations (UN) World Water Day in Geneva – *Addressing Water for Peace: Water Governance in Conflict and Humanitarian Settings* – to spark collaborations and dialogue around the theme, *Leveraging Water for Peace*.



MARCH 22, TORONTO

Aga Khan Museum in Toronto discussing Indigenous and Muslim water traditions with a panel discussion on World Water Day: Exploring Indigenous and Muslim Water Stories Through the Arts, presented by the UNITAR Global Water Academy and York.

External Funds: Ontario Vehicle Innovation Network (OVIN)



- Ontario's flagship initiative for the auto and transportation sector to accelerate commercialization and adoption of next gen. electric, connected and autonomous vehicles and mobility technologies.
- York joins a small selected set of seven Regional Technology Development Sites (RTDS) in Ontario. This designation enables us to support SMEs to develop, test and prototype their advanced automotive technologies
- The grant will enable more research collaborations with SMEs and industry.

York received \$1.5M from OVIN and recognized as a Regional Technology Development Site (RTDS) in Ontario (2024)

York was renewed for \$300K by IP Ontario to leverage IP support and increase the number of disclosures and patents filed by York U researchers (2024)

Intellectual Property Ontario – Funding Renewed

In 2023 IPON funding was awarded to both enable York to leverage IPON supports and help increase the number of disclosures and the number of patents filed by York U students and faculty per year.

York funding has been renewed to further support added activities within the Office of the Vice-President Research and Innovation and the IP Innovation Clinic at York, particularly for increasing research outputs related to artificial intelligence, automotive and medical technology.



Working to streamline and develop a full-service IP and commercialization pathway for our faculty, students and our partners, and strengthen York's pursuit of licensing and research partnership opportunities

Discover York Academics.

*Academic Policy, Planning
and Research Committee
(APPRC) Meeting*

Jan 30, 2024



Uptake on Usage

First Time Users

So far, we have **417** users across the faculties who have logged into the DYA profile at least once.

Public Profiles

So far, **177** users have set their profile to public which means they are visible to everyone outside York, and there are 20 pending requests for profile setup.

Usage

Using DYA is fully **OPTIONAL**. Users' profiles are completely under their control, which they can set to public, private or internal to the York community.

Strategies to Increase Adoption

- **Laptop and Learn Sessions** (*Registration available via YULink*)
 - Weekly drop-in sessions designed to walk users through the DYA system (Registration is optional).
- **Faculty and Departmental Meetings**
 - Collaborative meetings with faculties and departments to address specific needs and provide tailored support.
- **Personalized User Profile Setup** (*Bookable via YULink*)
 - One-on-one consultations to assist users with setting up and optimizing their profiles.
- **Workshops for Faculty and Staff** (*By Invitation*)
 - Customized workshops hosted in partnership with faculties and staff to deliver targeted training.
- **Instructional Videos and Training Guides** (*Available on YULink*)
 - Tutorials and resources accessible anytime via YULink for self-paced learning.
- **Work-Study Student Support**
 - Dedicated support provided by trained work-study students to assist with profile setup.
- **Targeted personalised e-email invite from the AVPR**
 - Customized email outreach from the AVPR to faculty who have logged into the DYA system at least once to encourage profile setup.

Discover York Academics Benefits for York Faculty

Faculty can use this tool for:

- Store, manage and organize academic activity outputs in an electronic system.
- Showcase their research and expertise – highlight artistic performances, compositions, podcasts, videos, etc.
- Signal availability for media requests, graduate student supervision, industry and academic collaboration, etc. Identify other academics for collaboration opportunities.
- Leverage automated data from trusted sources – publications, grants, awards, etc. – from DSpace, Scopus, ORCID, Dimensions, York databases and more.
- Download up-to-date CVs and activity reports.
- And much more!

Discover York Academics | York University

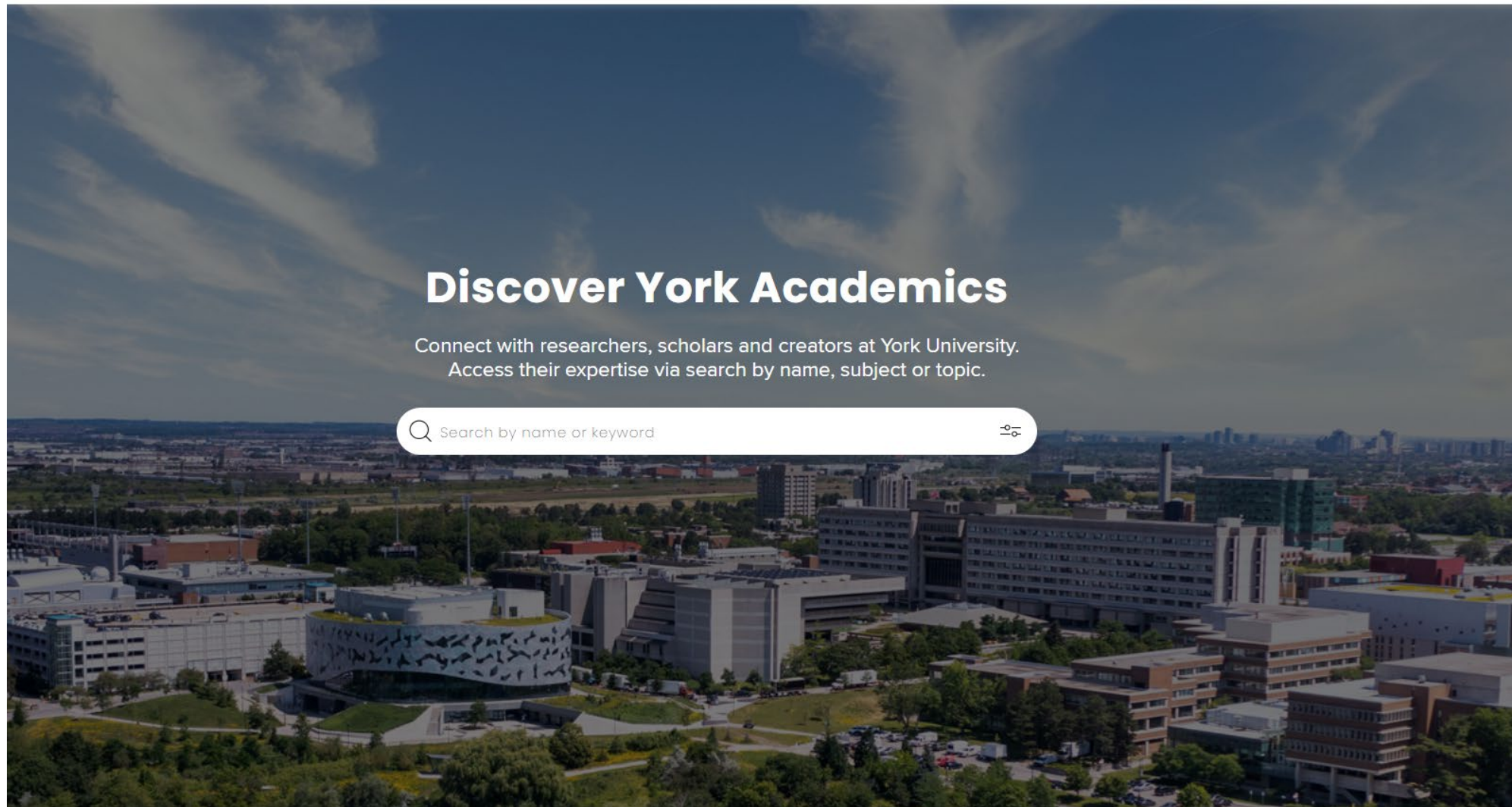


Discover York Academics

Connect with researchers, scholars and creators at York University.
Access their expertise via search by name, subject or topic.



Search by name or keyword



Academic Standards, Curriculum and Pedagogy

Report to Senate

At its meeting of 27 February 2025

For Action

a. **Establishment of the Policy on Academic Consideration for Missed Course Work**

ASCP recommends:

That Senate approve the establishment of the *Policy on Academic Consideration for Missed Course Work* as set out in Appendix A attached, effective 1 September 2025.

Background and Rationale

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

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

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

ASCP – Report to Senate

In June 2024, ASCP brought forward a proposal to Senate to establish a policy on APS, which was referred to ASCP for further review. Specifically, concerns were raised around the policy's mid-term implementation date; the policy's name, timelines, and a suggestion that a more simplified policy would be preferred.

To allow additional time for review and consultations with Faculties, on ASCP's proposal, Senate (November 2024) approved an extension of the waiver of any requirements for an APS, to support deferral of everything but final examinations, from January 1 to August 31, 2025.

Through consultations, ASCP has responded to the concerns raised at the June 2024 Senate meeting. The policy has been renamed from policy on '*attending physician's statements*' to policy on '*academic consideration for missed course work*,' to better reflect the policy's purpose. The proposed effective date is September 2025, allowing time for finalization and testing, by the technical and administrative teams, of the reporting process that will be developed for use with the eClass platform.

During the consultation process, the Faculty of Graduate Studies (FGS) requested additional time to consult with its constituency. FGS informed ASCP that based on its consultations, which included the Graduate Program Directors collegium and the FGS Academic Planning and Policy Committee, FGS wanted graduate academic courses removed from the draft Policy scope. FGS indicated that it will not require attending physician's statements in graduate courses other than in exceptional circumstances.

Policy Highlights

The proposed policy:

- aims to both support students in undergraduate courses through their academic journey by allowing for waiver of requirement for submission of an attending physician's statement (APS) for temporary absences, and respond to the pressures on the health care system by reducing the number of non-essential visits to medical practitioners;
- allows for a student to submit a request for academic consideration within seven days (before or after) a missed assessment;
- is rooted in trust of students and continued understanding and flexibility, demonstrated by instructors, towards student requests for extensions and other temporary academic considerations
- does not preclude instructors from considering reasonable academic consideration requests, without requirement for an APS, for temporary absences beyond seven days or for assessments worth more than 20% of a course's final weight. The policy encourages students to discuss with instructors

ASCP – Report to Senate

any known or foreseeable circumstances that would impede meeting academic obligations; and

- the course instructor, course department or Faculty decides the appropriate accommodation options for academic consideration requests granted under the policy (e.g., waiver of assignment, extension of deadline, re-weighting of marks, etc.); the accommodation option granted is not subject to petition.

For Information

b. Minor Modifications

School of Arts Media Performance & Design (AMPD)

The following AMPD modifications were approved by ASCP on 22 January 2025

- Addition of direct entry option, effective F2026, and updates to the academic calendar, for the BFA Specialization in Production and Design, Department of Theatre, Dance & Performance, effective F2025.
- Addition of direct entry option, and changes to degree program requirements for the BFA Theatre, Honours Specialization in Acting & Performance, Department of Theatre, Dance and Performance, effective F2025.
- Update to the Graduate Calendar on course requirements and on thesis and dissertation formats for the PhD degree program in Digital Media, Department of Computational Arts, effective F2025.
- Updates to the Graduate Calendar, effective F2025, to change:
 - the graduate program name from *Film/Cinema & Media Studies* to *Cinema & Media Arts* to align with the name of the Department of Cinema & Media Arts;
 - the FILM course code used for graduate programs (MA, MFA, PhD), from FILM to CMA, to bring the graduate program course codes in alignment with the rest of the department; and
 - the term “field” in all instances to “specialization,” the Senate approved term for graduate programs, Department of Cinema & Media Arts.

The following AMPD modifications approved by ASCP on 5 February 2025, effective F2025

- Changes to the degree requirements and calendar updates for the BFA Dance: Choreography and Performance degree program, Department of Theatre, Dance and Performance.
- Changes to degree requirements for the Specialized Honours BFA Integrative Arts degree program, Department of Computational Arts.
- Changes to:

ASCP – Report to Senate

- the admissions and degree requirements for the MA and PhD degree programs in Cinema & Media Studies and the MFA in Film & Video;
- the course rubric for FILM 7020, from *FILM 7020*, to *PANF 7020* for the PhD degree program; and
- graduate calendar copy- correction to graduate program name, from *Film*, to *Cinema & Media Arts*.

The following modifications were approved by ASCP on 22 January 2025

Glendon (all changes effective F2025).

- Change to admission requirements for the accelerated Honours BA in Professional Translation, Department of Global Communication and Cultures.
- Changes to graduation requirement and addition of international partner institutions for the Certificate in the Discipline of Teaching English as an International Language, Department of Global Communication and Cultures.

Liberal Arts & Professional Studies (LA&PS, all changes effective F2025).

- Addition of six 3.0-credit 1000 level courses as alternatives to existing three 6.0 credit courses for the undergraduate degree program in French Studies, Department of French Studies.
- Changes to course titles and course sequencing for the Machine Learning stream, Specialized Honours BA in Cognitive Science, Department of Philosophy.
- Changes to degree requirements for the English Language Studies Honours Minor degree program, Department of Languages, Literatures and Linguistics.

Lassonde (all changes effective F2025).

- Changes to degree requirements for the BAsC and BAsC Honours Computer Science Software Development degree program, Department of Electrical Engineering and Computer Science (Markham).
- Changes to course numbering for the BAsC Honours Digital Technologies (Cyber Security, Data Science, and Software Development streams) degree program, Department of Electrical Engineering and Computer Science (Markham).
- Changes to degree requirements for the Specialized Honours BEng Mechanical Engineering degree program, Department of Mechanical Engineering.

ASCP – Report to Senate

- Addition of an elective course to the Specialized Honours BEng Computer Engineering degree program, Department of Electrical Engineering and Computer Science.
- Change to degree requirement for the Specialized Honours BEng Software Engineering degree program, Department of Electrical Engineering and Computer Science.
- Addition of elective courses to the Specialized Honours BEng Civil Engineering degree program, Department of Civil Engineering
- Change to the Certificate in Mechatronics program to enable access for students in the Mechanical Engineering degree program, Department of Electrical Engineering and Computer Science.

Schulich

- Change to a degree course requirement for the Graduate Diploma in Financial Engineering program, Finance, Schulich School of Business, effective F2025.
- Change to degree course requirement for the MBA, Management program, Sustainability Specialization, Schulich School of Business, effective F2025.
- Change to course titles in the Master of Finance degree program, Finance, Schulich School of Business, effective F2025.
- Update to Academic Calendar course codes and titles for the Master of Management degree program, Management, Schulich School of Business, effective W2025.
- Update to Academic Calendar, including course code, for the Master of Supply Chain Management degree program, Schulich School of Business, effective W2025.

ASCP Priorities Update

- **Attending Physician’s Statement:** Policy addressing waiver of requirement for an attending physician’s statement is on today’s Senate agenda for approval.
- **Standards for examinations:** revisions to the Policy on Conduct of Examination are underway and ASCP anticipates bringing the revised document to the March 2025 Senate meeting, for approval. The substantive revision is to include the requirement for presentation of the York University official identification card (YU-card) for entry to sitting an examination. York is an outlier in the sector, in that it does not require presentation of an institutional identification to sit an examination.

ASCP – Report to Senate

- **New Grading Schemes:** as reported to Senate in November 2024, Faculties had until 15 January to submit GPA conversions for programs, Faculty Regulations, awards and honours, etc., and failing Faculty submissions, the Office of the University (OUR) would complete the conversions for Faculty approval. Most Faculties have submitted conversions and the OUR is now engaged in the next step of the process aimed at completing all required conversions from 9pt to 4pt, a necessity for progressing the project. As noted in the November Report to Senate, ASCP’s next update on the project progress will be in September 2025.

Since 15 January, ASCP has received/reviewed GPA conversions for admissions, progression, awards, etc., from several programs and Faculties. Some Faculties were granted short extensions and as such, the Committee continues to receive GPA submissions and expects to be reviewing the documents at upcoming meetings. Collaboration on the project with the OUR is progressing well.

Joshua Thienpont
Chair



University Policy

Academic Consideration for Missed Course Work, Policy on

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	
Effective Date:	1 September 2025
Last Revised:	New

1. Preamble

The University recognizes that a student's ability to meet their academic obligations may sometimes be impeded by extenuating circumstances, and as such is committed to considering requests for temporary academic consideration.

2. Purpose

The purpose of this Policy is to establish the criteria and process for requests for academic consideration for missed assessments in a manner that balances student support with preservation of academic integrity of courses and programs.

3. Scope and Application

This policy applies to students in all undergraduate academic credit courses, and students in integrated (graduate/undergraduate) academic credit courses. The Policy does not apply to:

- requests for academic consideration for missed examinations during the scheduled formal examination period, or
- assessments that are worth more than 20% of the overall course grade.

4. Definitions

The following definitions apply to this policy.

Academic Consideration: the consideration of requests for temporary relief for missed assessments due to qualifying reasons outlined in this policy.

Academic Obligations: the expectation that students will regularly attend classes, be prepared for classes by completing readings and other assigned work, complete assessments, and submit assignments on time.

Attending Physician's Statement: the form¹ that, when completed by a licensed physician or licensed medical practitioner who is recognized to be in good standing with the relevant medical professional governing body, attests to a student's medical/health reason that explains why and for how long the student is/may be unable to meet their required academic obligations.

Consideration Period: a period of academic consideration during which the student, due to extenuating circumstances, is unable to attend classes or meet academic obligations across all enrolled courses. This period will be no more than seven (7) days, including weekends and statutory holidays, and only applies to self-reported absences.

Course Director: the course instructor.

Date for Resumption of Responsibilities: the day following the end of a consideration period, upon which a student will resume their academic responsibilities.

Extenuating Circumstances: are health conditions or other specified reasons outlined in this policy, that temporarily interfere with or prevent a student from meeting required academic obligations.

Self-Reported Absence: a student reported absence, due to extenuating circumstances, which renders the student unable to meet required academic obligations, including scheduled in-class assessments and assignment deadlines.

5. Policy

5.1. Requests for Academic Considerations

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

- a. The following extenuating circumstances qualify for students' requests for academic consideration under this policy:
 - i. A short-term health condition such as illness, physical injury, or scheduled surgery;
 - ii. Bereavement of an immediate family member; and/or
 - iii. An unforeseen or unavoidable incident beyond a student's control that precludes a student from meeting their academic obligations.
- b. The following circumstances do not qualify for students' requests for academic consideration under this policy:
 - i. Personal social obligations;
 - ii. Travel unrelated to a student's academic program;
 - iii. Technological issues;
 - iv. Non-medical circumstances such as family or employment obligations;
 - v. Ongoing physical or psychological illness or an existing disability;
 - o For ongoing illness or disability, students may contact Student Accessibility Services for support. Accommodation may be sought through Student Accessibility Services under the Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities.
 - vi. Religious observances;
 - o Students may seek accommodation under the Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances.
 - vii. Mandatory legal obligations such as jury duty;
 - o Students must inform instructors immediately on notification of legal obligation and discuss alternate plans, where needed, to meet academic obligations.
- c. Students may submit up to two self-reported absence requests per 12-week term, and one self-reported absence request per six-week term, without needing an attending physician's statement.
- d. Requests for academic consideration will cover a maximum period of seven (7) continuous calendar days across all courses (hereafter the "consideration period").

The seven-day window can be retroactive or proactive from the date of the missed assessment or assignment deadline.

- e. An instructor, course department or Faculty may request supporting documentation, such as an attending physician's statement, for academic consideration requests beyond what is permitted under 5.1.c. and 5.1.d. of this Policy.
- f. Academic consideration, regardless of when requested or granted, will terminate at 08:30 Eastern Time (ET) on the day following the last day of classes in the term or at 23:59 ET on the Sunday before the start of the exam period, unless otherwise specified by a student's home Faculty.
- g. It is at the discretion of the course director, course department, or the Faculty, to determine appropriate accommodation options for academic considerations granted under this policy, which include but are not limited to:
 - i. Waiver of assignment
 - ii. An extension
 - iii. A modified schedule for assignments, projects, labs, or placements
 - iv. An alternative assignment
 - v. A re-weighting of term marks
- h. Students must communicate with instructors about options for missed academic obligations no later than two (2) business days after the end of the consideration period covered by the self-reported absence/request, or upon their return following an absence supported by medical or other verifiable documentation.

5.2. Privacy

- a. All requests for academic consideration and related communications will be maintained in accordance with the University's *Policy on Access to Information and Protection of Privacy*; the *Freedom of Information and Protection of Privacy Act*; the *Personal Health Information Privacy Act*, and any other applicable laws. Personal information of students will be viewed only to the extent necessary to consider requests for academic accommodation as set out in this Policy.

5.3 Academic Conduct

- a. Evidence that requests for academic consideration have not been executed in good faith, including but not limited to the submission of false statements or altered documents, may be subject to investigation under the Academic Conduct Policy and Procedures.

6. Roles and Responsibilities

- 6.1. All members of the University community bear responsibility for implementing this policy and should make themselves familiar with the policy and the related resources available to them.
- 6.2. Students are responsible for:
 - a. keeping abreast of their progress throughout their courses;
 - b. considering the implications of postponing tests or midterm examinations or delaying the submission of assignments;
 - c. being proactive and to communicate with their instructors, informing them of any known or foreseeable extenuating circumstances which may impede their ability to uphold their academic obligations, including performance in an assignment, test, examination, or other assessment, prior to the assignment, examination or assessment;
- 6.3. Course directors or relevant course/academic department or Faculty are responsible for:
 - a. acknowledging receipt of self-reported absences.
- 6.4. The Office of the University Registrar is responsible for ensuring the necessary supports are in place to implement this Policy and Procedure, and to inform students about the Policy, Procedure and supports, accordingly.
- 6.5. Faculties, departments, and academic programs are responsible for informing faculty, instructors, and staff about this Policy and Procedure, and related supports in place for implementation.

7. Review

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

8. Procedure

- 8.1. Students who experience extenuating circumstances may request academic consideration by:
- i. Submitting a self-reported absence/request form for academic consideration, as set forth in these procedures; and
 - ii. Informing their instructor(s), when possible, of the extenuating circumstance and discussing possible alternative arrangements for satisfying their academic obligations; or
 - iii. Informing the instructor(s) offering the course(s), and submitting an attending physician's statement, where required by this Policy and Procedure (see Section 5.1.e).

8.2. Petitions

- i. A student who has been denied a request for academic consideration, as set out in Sections 3 and 5.1 of this Policy, may petition the decision to the body designated with handling petitions in the student's home Faculty, in accordance with the petition timelines, procedures, and processes of the relevant Faculty.
- ii. The type of academic consideration provided by a course director (Section 5.1.g) is not subject to petition.

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

- i. Unless otherwise specified by a student's home Faculty, students must submit a completed, signed attending physician's statement, to the course responsible unit/department. Documentation must indicate the period and severity of illness and the expected date to resume academic responsibilities, and must be submitted no later than seven (7) days after the date specified in the documentation for resuming responsibilities.
- ii. If the request for academic consideration is granted, the consideration period will normally be that specified in the medical documentation. Absences are deemed to start at midnight on the first approved day and end at 23:59 ET on the final approved day.

Legislative history:	TBC
Date of next review:	
Policies superseded by this policy:	N/A
Related policies, procedures, and guidelines:	<p>Academic Conduct Policy</p> <p>Faculty-level Petitions Guidelines</p> <p>Limits on the Worth of Examinations in the Final Classes of a Term (Policy)</p> <p>Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities</p> <p>Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances</p> <p>Policy on Access to Information and Protection of Privacy</p>

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum & Pedagogy

Joint Report to Senate

At its meeting of 27 February 2025

FOR INFORMATION

a. Report of the Joint Sub-Committee on Quality Assurance

Attached as Appendix A is the November 2024 report from the *Joint Sub-Committee on Quality Assurance* which transmits Final Assessment Reports for completed Cyclical Program Reviews, and shares its reflections on planning matters discussed in conjunction with the program reviews.

APPRC and ASCP received and discussed the report from the Sub-committee, aided by the Vice-Provost Academic who has oversight of the *York University Quality Assurance Protocols and Procedures* and oversees the administration and reporting functions associated with the YUQAP. The Committees' discussions noted with concern the current trend of lengthy delays in processing the program reviews; the average processing time is between 15-20 months behind schedule. Reasons for the delays vary, however the primary source is the Deans' Offices with their heavy workloads. Addressing this challenge is an important focus going forward to respect the value and integrity of the process.

A development also being observed in recent CPRs is the growing absence of the student voice in the program reviews. The decline of student participation in the exercise is not unique to York, the COU Quality Council reports that it is occurring across the system. The Vice-Provost Academic Office is speaking with the student member of ASCP to explore options and ideas for broader student participation in the process at York.

Monique Herbert, Chair, APPRC

Joshua Thienpont, Chair, ASCP



Joint Sub-committee on Quality Assurance Report to the Full Committees

Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on 26 November 2024 and submits the following report to the full Committees.

1. Membership and Chair for 2024-2025

Theodore Peridis, Schulich (Chair)
 Othon Alexandrakis, Professor, LA&PS
 Marcia Anisette, Vice-Provost Academic
 Mary Goitom, Associate Professor, LA&PS
 Alice MacLachlan, Dean Faculty of Graduate Studies
 Regina Lee, Professor, Lassonde
 Paul Szeptycki, Professor, Science

Cheryl Underhill (APPRC) and Pamela Persaud (ASCP) serve as Co-Secretaries of the Sub-committee. Additional support is provided by Emily Rush and Tiffany Pollock (Office of the Vice-Provost Academic).

2. Final Assessment Reports

Attached are the Final Assessment Reports (FAR) for recently completed Cyclical Program Reviews (CPR), as listed below. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee, and the *Ontario Universities Council on Quality Assurance*.

Schulich School of Business

Bachelor of Business Administration

Master of Business Administration (MBA)

including the following joint programs and graduate Diplomas

- Master of Business Administration/Juris Doctor (Schulich/Osgoode)
- Master of Business Administration/Master of Fine Arts (Schulich/AMPD)
- Joint Executive Master of Business Administration (Schulich/Northwestern)
 - Graduate Diploma in Arts, Media and Entertainment Management
 - Graduate Diploma in Business and the Environment
 - Graduate Diploma in Culture, Communication and Leadership in Canadian Business
 - Health Industry Management
 - Post-MBA Diploma in Advanced Management

Joint Sub-committee on Quality Assurance

Report to the Full Committees

PhD in Administration
Master of Management
Master of Business Analytics
Master of Management in Artificial Intelligence
Master of Supply Chain Management
Master of Marketing
Master of Real Estate and Infrastructure

Liberal Arts & Professional Studies

Gender, Sexuality and Women's Studies (undergraduate and graduate)

The Sub-Committee determined it not necessary to invite proponents of these programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions and suggestions at the meeting; they are *appended to this report*.

In the May 2024 rotation, the Schulich School of Business adopted the approach to cluster complementary programs for review under one set of external reviewers for the advantages of efficiency and time management of the comprehensive exercise. The process enhancements noted by the Sub-committee in May, were implemented by Schulich in this latter rotation of the review exercise.

3. Legislative and Administrative Items

The *Ontario Universities Council on Quality Assurance* notified the Vice-Provost Academic of the official launch of the *Cyclical Audit* at York University, scheduled to take place in 2025-2026. It is anticipated that the site visit at the University will occur in the fall of 2025 and will include a three-day site visit by the Audit Team. The audit will include review of the University's Quality Assurance processes in terms of compliance with the [York University Quality Assurance Procedures](#) (YUQAP). Auditors will take a sampling of various cyclical program reviews, both completed and under way, to assess compliance with the YUQAP. A pre-audit orientation at the University is scheduled for 2 December 2024. The entire audit follows an eight-year cycle and demands extensive effort and additional work by all involved. It should be noted that the audit will impact how programs and the University are viewed externally. As such it is important that the Office of the Vice-Provost Academic is adequately staffed to support the audit during the audit period.

T. Peridis, Chair

YORK UNIVERSITY

Final Assessment Report

Bachelor of Business Administration BBA
Masters of Business Administration MBA, MBA/JD,
MBA/MFA
Joint EMBA Kellogg/Schulich (York/Northwestern)
PhD (Administration)
Master of Management MMgt
Arts, Media and Entertainment Management, GDip
Business and the Environment, GDip
Culture Communication and Leadership in Canadian
Business, GDip
Health Industry Management, GDip
Post-MBA Diploma in Advanced Management, GDip

Schulich School of Business

Cyclical Program Review – 2015 to 2021

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BBA

MBA, MBA/JD, MBA/MFA, Joint EMBA (Schulich/Kellogg)

PhD in Administration

MMgt

Arts, Media & Entertainment Management, GDip (Type 2)

Business and the Environment, GDip (Type 2)

Culture, Communication and Leadership in Canadian Business, GDip (Type 2)

Health Industry Management, GDip (Type 2)

Post-MBA Diploma in Advanced Management (PDAM), GDip (Type 2)

Reviewers appointed by the Vice-Provost Academic:

External:

1. **Dr. John-Paul Ferguson**, Associate Professor of Organizational Behaviour, McGill University, Desautels Faculty of Management
2. **Dr. Jay Handelman**, Associate Professor of Marketing, Queens University, Smith School of Business
3. **Dr. Katherine White**, Professor of Marketing, University of British Columbia, Sauder School of Business

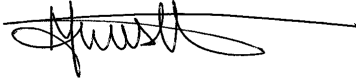
Internal:

1. **Dr. Marie-Hélène Budworth**, Director and Associate Professor, School of Human Resources Management, Faculty of Liberal Arts and Professional Studies, York University, Toronto, Ontario, Canada

Cyclical Program Review Key Milestones:

- Cyclical Program Review launch: September 15, 2021
- Self-study submitted to Vice-Provost Academic: September 19-20, 2023
- Date of the Site Visit: October 30- November 2, 2023
- Review Report received: January 12, 2024
- Program Response received: June 4, 2024
- Dean's Response received: June 4, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, November 2024.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: October 30 - November 2, 2023

The Schulich School of Business offers one undergraduate program and numerous graduate programs. The external reviews were organized around four groups of programs: Accounting and Finance, General Business Administration, Marketing and Real Estate, and Operations Management and Information Systems.

The virtual site visits for all program groups were organized over a five-day period from October 30 to November 2, 2023.

All of the reviewers for the Schulich groups met first with Marcia Annisette, Vice-Provost Academic and Alice MacLauchlan, Vice-Provost and Dean of Graduate Studies, followed by a meeting with the Dean of the Schulich School of Business, Detlev Zwick and then the Schulich Associate Deans, Kevin Tasa, Associate Dean, Academic; Kiridaran Kanagaretnam, Associate Dean, Students; Eileen Fischer, Associate Dean, Research; Theodore Noseworthy, Associate Dean, External Relations and Ashwin Joshi, Associate Dean, Programs. The reviewers from all programs also met with librarians, including Sarah Coysh, Associate Dean Digital Engagement and Strategy, Angie Liann, Schulich's Associate Librarian, Teaching and Learning. A meeting with Schulich Administrative staff from the Office of Student Services and International Relations, the Centre for Career Design, the Professional Development and Experiential Education Office, the office of Information Services and Technology and the Office of the Associate Dean Academic.

The reviewers for the programs in the General Business Administration group met with the following individuals and groups from those programs: Burkard Eberlein, Director, BBA/iBBA, Mike Valente, Director MBA Program, Peter Macdonald, Director MBA/JD, Kenneth Rogers, Director MBA/MFA and Graduate Diploma in Arts and Media and Entertainment Management, Luke Zhu, Director, Master of Management MMgt, Peter Darke, Director, PhD, and groups of full-time and part-time faculty.

In their report the reviewers noted that while they were able to meet with BBA students and PhD students, no meetings were held with students from the master's programs. While student survey information was made available, and was generally positive, the reviewers note that the lack of interaction with this group of students impacts the reviewers report.

Note: It is regrettable that the reviewers did not have the opportunity to gain insight into the student perspective as part of this review process. Student input is important for understanding the programs and the learning experience as well as considering the recommendations from the reviewers. While securing student involvement in a program review can be a challenge, programs are encouraged to employ particular strategies (e.g., working with student governments, etc.) that can be effective for increasing participation. The University will learn from this experience to ensure involvement of students in the review process moving forward.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in June 2026, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION

The Schulich School of Business offers a large portfolio of degree programs in general business administration at all three degree levels – the BBA, the MBA, offered in Canada and in India, the joint Kellogg/Schulich EMBA, eight master's degrees, eleven stand-alone diplomas, and a PhD program with specializations in seven disciplines.

Within the MBA, subject-matter concentrations offer students the opportunity to earn a graduate diploma during the normal process of fulfilling their MBA requirements. The Joint Executive MBA is offered by Schulich and the Kellogg School at Northwestern University, Evanston, Illinois.

Schulich is predominantly a graduate business school in terms of programs offered, student full-time-equivalent enrolment, and course offerings. Nevertheless, the bachelor degree program is a very important part of the School's mandate, attracting only the most highly qualified students.

The four-year honours BBA has been in existence since 1992. Students may opt to specialize in one or two subject areas, including accounting, operations management, information systems, finance and marketing. A full term of study through an international exchange is also available to students. The International BBA, which had been offered since 2000, is being closed effective 2023, but aspects of international business studies are now offered to BBA students.

The Schulich MBA launched in the late 1960's. Designed to prepare students for careers as general managers in a range of different organizations, the two-year (four-term) MBA program provides students with a knowledge of the business functional areas such as marketing, accounting, and finance, as well as skills, such as critical thinking, complex problem-solving and leadership that are essential to management theory and practice.

Since 2010, Schulich has offered the first year of the MBA program in India. Students complete their second year in Toronto where they are integrated with the general MBA student body to complete their degree.

The Master of Management (MMgt) is a one-year, 3-term program that provides a comprehensive understanding of management knowledge to students with non-business backgrounds. The first cohort began in September 2016. The curriculum is designed to be highly experiential, addressing the skills necessary for success in modern organizations such as communication, problem solving, and working in diverse, team-based environments. Students also develop an understanding of how the major disciplines of management intersect, how to manage the obligation to act in a socially and ethically responsible manner, and apply quantitative and qualitative methods to solve management problems. In the final semester, students have an opportunity to apply these skills to a real organization through their participation in the culminating “Enterprise Consulting Project.”

The joint Kellogg-Schulich Executive MBA Program is an 18-months general management program designed for mid- to senior-level executives of organizations in the private, public, and nonprofit sectors. The program leads to a single MBA degree awarded jointly by the Kellogg School of Management at Northwestern University and the Schulich School of Business at York University. Graduates become part of the alumni networks of both York University and Northwestern University. The first cohort of KS EMBA students entered the program in January 2002.

The Province of Ontario approved the PhD program to commence in 1972. During the time period relevant to this self-study, there were six areas of specialization (Accounting, Finance, Marketing, Operations Management and Information Systems—OMIS, Organizational Studies—ORGS, and Policy and Strategy Management—SGMT). An additional area of concentration in Sustainability was added in 2022, with its first students admitted in Fall 2023. The program is designed to be completed in 5 years or less.

While pursuing a graduate degree, students may opt to complete one of the concurrent graduate diplomas (Type 2): Arts, Media & Entertainment Management, Business and the Environment, Culture, Communication and Leadership in Canadian Business, or Health Industry Management.

Students who already hold an MBA may be admitted to the Post-MBA Diploma in Advanced Management (Type 3). Students select electives strategically, with the goal of either broadening specific knowledge of a specialization, deepening knowledge of a specific area, or developing expertise in a new area.

The reviewers made the recommendations noted below. Both the programs and the Dean provided comments and input on the actions laid out in the Implementation Plan which follows the recommendations.

RECOMMENDATIONS AND RESPONSES:

RECOMMENDATIONS:

a) Recommendations regarding Programs

RECOMMENDATION 1:

Just as Schulich leadership has identified a strategic vision that guides their decluttering efforts, it is recommended that the School identify a strategic vision guiding the growth in programs, so that such growth is not driven solely tactically. The relevance of this strategic vision is emphasized in our second recommendation.

RECOMMENDATION 2:

With a clear strategic vision guiding program growth, Schulich may be in a stronger position to articulate and emphasize the need for York University to relax its hiring freeze in these select cases. More staff resources are needed to support the growth and complexity of the programs across Schulich.

RECOMMENDATION 3:

It is recommended that Schulich School of Business refocus its efforts at integrating DEI and experiential aspects into its curricula across its programs, which includes the implementation of direct quantitative and qualitative measures of students' experience of these aspects in the respective programs.

b) Recommendations regarding Students

Recommendation 4:

Consider strategies for encouraging more high-quality domestic applications to the PhD program. Consider creating mechanisms to cultivate and encourage strong undergraduate and master's students within Schulich to consider research (such as an honors or scholars program) and to apply for the PhD program. Another possibility is to work with strong schools in Ontario to recruit promising students.

Recommendation 5:

Consider additional ways to support students in terms of funding, housing, and the cost of living. This is particularly a concern for PhD students. We know that some of this is out of line with a CB funding model but there may be options.

c) Recommendations Regarding Resources

Recommendation 6:

Silos lead to confusion or duplication of offerings. The new Associate Dean of Programs position is a timely response to some of this. Schulich should consider additional ways to bridge silos and increase efficiencies between different units. One suggestion is to consider having thoughtfully planned interactions, such as retreats where leaders and key employees work together on strategic planning exercises; or asking leaders to set goals and KPIs that involve sharing information and working across units.

Recommendation 7:

There is still a fair amount of complexity in programs, particularly in the master's space. Taking a more strategic, overall view of the programming space, with particular attention to the master's space, including thinking about demand for diplomas offered, could reduce complexity without compromising on active student demands. In so doing, Schulich may also be able to support its MBA program in developing a differentiating characteristic in a crowded space.

Recommendation 8:

Reducing the approval time for staff positions is obviously important though beyond the scope of this review (and possibly beyond the scope of the School). The School may have more freedom of movement around staff retention, such as possible flexibility in hours, hybrid work, opportunities for professional development and career advancement. No one of these is a panacea, but given simultaneous hiring freezes and program growth, paying strategic attention to this issue is important.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2024.

	Recommendation	Action	Responsible for Follow-up	Timeline
1	That the Schulich School of Business identify a strategic vision to guide the growth in programs.	The School should continue work to finalize the strategic academic mission statement to guide program revision and growth.	Dean Associate Dean Academic Associate Dean Programs Accreditation Team	Implement strategic mission statement by the end of 2024 for three years.
2	That the School use a clear strategic vision to support requests for more staff resources.	The School will continue to judiciously request budget approval to backfill existing staff positions and any new positions required to support program growth.	Executive Officer Hiring Managers People Partner Senior Leadership Team	Ongoing
3	That the School refocus efforts to integrate DEI and experiential aspects into the programs and ensure quantitative and qualitative measurement of students' experiences.	Continue with efforts in both the MBA and BBA to integrate DEI and experiential aspects into the curriculum and into the Program Learning Outcomes.	Program Directors Associate Dean Programs Centre for Career Design All community members	Fall 2024-2025 and ongoing
4	That the School consider strategies for attracting more high-quality domestic applicants to the PhD program.	Continue efforts to recruit domestic students internally and outside of York.	PhD Director and other Program Directors Student Services and International Relations PhD Committee Associate Deans Academic and Programs Dean's Office.	Ongoing
5	That the School consider additional ways to financially support students (particularly PhD	Although aspects of funding are outside of the control of the School, PhD reps and	Senior Leadership Team PhD Program Director and PhD committee	Ongoing monitoring

	students) in terms of funding, housing and cost of living.	dissertation supervisors will work with students to assess need and identify opportunities to help alleviate financial difficulties through teaching opportunities or research.	Student Services and International Relations Advancement	
6	That the School consider ways to bridge silos and increase efficiencies between different units to reduce duplication of offerings and confusion.	The School should work to identify efficiencies across programs, while ensuring accreditation standards for professional programs can be met.	Master's program directors Senior Leadership Team Governance committees	Fall 2024-2025 and ongoing
7	That the School explores ways to differentiate the MBA program.	The School and MBA program should continue to explore opportunities to differentiate the MBA from other like programs as well as the specialized master's programs. Continue exploration of a blended delivery option.	Master's program directors Senior Leadership Team Governance committees.	Ongoing
8	That the School reduce approval times for staff positions and focus on improving retention of staff.	Although much of this is beyond the control of the programs and the School, there should be continued work with relevant areas to ensure approval of new positions in a timely manner.	Senior Leadership team Hiring managers People partner Executive Officer	Ongoing

Date Completed and Returned to Vice-Provost Academic's Office:

Completed by: Burkard Eberlein (BBA Director), Mike Valente (MBA Director), Peter Darke (PhD Director)

Detlev Zwick, Kevin Tasa, Kathryn Doyle

Recommendation:	To be completed by program in consultation with Dean.	Program's detailed response	Dean's Response	Timeline: (to be completed by the program in consultation with the Dean)	Person(s) responsible: (to be completed by the program in consultation with the Dean)
A Recommendations Regarding Programs					
Recommendation 1: That the Schulich School of Business identify a strategic vision to guide the growth in programs.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/>	<p>MBA Response: This is a very important recommendation. The highly fragmented nature of Schulich's growth strategy of the past is an important concern. Greater consideration should have been given to how new programs complement or at least minimize cannibalization of existing programs. As the MBA Program Director, I agree with this recommendation but only in principle. I am not in a position to take action on this recommendation but can provide input into how the MBA Program can contribute to and benefit from an inter-program strategy.</p> <p>Action: See the Dean's response</p>	The School is in the process of finalizing a strategic academic mission statement that will help to guide program revision and growth going forward for the next several years. The School is also well into the process of applying for AACSB accreditation, which requires implementation of assurance of learning plans that are coordinated across all our academic programs. AACSB also requires that we rigorously document the School's mechanisms for continuous improvement of program governance processes and curricula. In addition to the requirements for maintaining the Schools' AMBA and EQUIS accreditations, as well as the School's internal program review process, we are confident in the School's structures for guiding strategic program growth. We appreciate the MBA program's comments about avoiding program cannibalization and reaffirm our commitment to right-sizing the MBA to stay competitive in the	Assurance of learning plans have been implemented. AACSB accreditation is on track for 2027. The mission statement is drafted and almost finalized—it will be implemented for 3 years before the end of 2024.	Accreditation Team; ADA; Dean; AD Programs

			market as well as distinct from the other master's programs the School offers.		
Recommendation 2: That the School of use a clear strategic vision (see Recommendation 1) to support requests for more staff resources.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/>	<p>MBA Response: This recommendation overlaps with the first and is specifically emphasizing the need to hire support staff given the increased complexity of Schulich's program portfolio. I agree with this in principle. While I have a small budget in the MBA Program, part of which is used to hire additional support during peak needs of the MBA Program, I have no control over the hiring of staff more generally.</p> <p>Action: I am prepared to voice the need for additional staff resources to support not only the MBA Program but to facilitate a broader Schulich program strategy. Please also see the Dean's response.</p>	<p>We agree in principle with this recommendation. As all are aware, the University (like most public universities in Ontario) is currently experiencing a budget crisis which means that the School is required to complete an essential hire questionnaire for approval to create any new or backfill existing staff positions. While this does not mean that adding staff roles is impossible over the next three years, it means that the School must be judicious about supporting and prioritizing for essential hire approval the most impactful staff positions. The challenge here is that as our portfolio of programs grows, there are many areas throughout the School that require additional staffing to ensure the School's operations and services align with our brand and reputation. Additionally, the University's non-academic human resources structures (e.g. new job rating and approval) are increasingly centralized and therefore outside the School's control. Despite these challenges, the School has been successful in garnering Provostial approval for creating and filling several new positions that support our strategic vision (e.g. Manager, Academic Strategy; Manager, Data and Analytics)</p>	Ongoing	Executive Officer; Hiring Managers; People Partner; Senior Leadership Team
Recommendation 3: That the School refocus efforts at integrating DEI and experiential aspects into its curricula, including direct quantitative	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	<p>MBA Response: This recommendation is advising Schulich to integrate DEI and experiential aspects into its curricula with measurement systems to confirm this commitment. I agree with this recommendation. The underlying issue, at least from the MBA program perspective, is that change in the core course requirements is extremely difficult to facilitate. General management</p>	<p>In response to the murder of George Floyd and subsequent protests, the School established a standing committee of Faculty Council, the Community and Equity Committee, which has as its central mandate to review and advise on initiatives, policies, and practices that centre decolonization, equity, diversity, and inclusion. Since then, the School has also gone on to</p>	Implemented and ongoing	Community and Equity Committee, ADA and Accreditations teams; EE and PD Office;

<p>and qualitative measure of students' experience of these aspects in their respective programs.</p>		<p>programs are often a sum of their individual courses, courses over which program directors have very little control.</p> <p>Action: As MBA Program Director, I am currently working to incorporate more DEI content into the core course curriculum. I am also shepherding the transition of program learning outcomes to incorporate explicit reference to DEI. As part of my broader program ambitions, I aim to build more experiential education into the student experience. This involves greater attention paid to paid work placements and integrating into the program the many extracurricular activities students already experience. With DEI becoming a program learning outcome used to accredit the institution, we will be inserting explicit assessments to measure student achievement of DEI related outcomes. With professional development skills also becoming a learning outcome of the MBA program, we will be building assessments into the curriculum to assure student learning.</p> <p>BBA Response: Efforts are underway in the BBA program to assess and enhance the integration of DEI and experiential aspects into its curriculum more systematically. This has been a central component of the current revisions of BBA program learning outcomes to integrate language about EDI and experiential education more explicitly into the wording of the outcomes in ways that are meaningful and measurable. The BBA program director also met with the Schulich Committee for Equity and Community to outline his approach to embedding more DEDI into the curriculum. A major plank in a focus on anchor courses that lend themselves to enhancing both relevant content and</p>	<p>revise the assurance of learning plans and program learning outcomes for all our academic programs. This initiative includes the integration of learning goals and outcomes on the principles of DEDI and experiential learning activities. These outcomes are included for every program across all degree levels and are meaningful, measurable statements for our programs. In 2024, the accreditation team has started collecting data from student assessments to measure the achievement of these outcomes as part of the School's progression towards AACSB accreditation. Additionally, in 2023, Faculty Council approved the addition of several DEI-focused questions to be added to the ONCE evaluations, so that instructors and the School have increased opportunities for feedback and data on students' perceptions of how well DEI approaches and principles are reflected in our curricula, teaching materials, and pedagogy. The administrative staff in Schulich's Experiential Education and Professional Development Office has expanded in the last 6 months; the expansion will increase the School's capacity to find and administer high-quality experiential learning opportunities for all Schulich students. In 2024, the School has also developed the Graduate Diploma in Advanced Management, a concurrent diploma which ensures that all Schulich specialized master's students have the option of completing an internship before completing their degree program.</p> <p>These initiatives are coordinated at the level of the School. We appreciate the program</p>		<p>Program Directors; AD Programs; Centre for Career Design; all community members</p>
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		pedagogy. This is in addition to ensuring for each course—especially at the point of revisions or new course proposals—that due attention is being paid to this aspect. The new program learning outcomes framework ensures that for all core courses, instructors need to specify how key learning outcomes are assessed. This will help toward creating direct quantitative and qualitative measure of students’ experience of DEDI and experiential aspects.	directors’ responses to this recommendation and acknowledge their commitment to continuous improvement of our programs and student experience.		
B Recommendations Regarding Students					
Recommendation 4: That the School consider strategies for encouraging more high-quality domestic applicants to the PhD.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/>	PhD Response: The program already engages in a number of activities to help encourage domestic applications from existing students within Schulich and York University. Internally, at least some areas encourage interested undergraduate students to complete research related independent studies, attend lab meetings, and even sit in on PhD courses. We have also better clarified the availability of the PhD program to undergraduate students in our application materials. However, the success of such efforts has been limited to date. It is not clear that the path to a PhD in Administration is through the MBA program given it is largely a professional degree and at least some areas feel the background and interests of this group are generally not well suited to PhD studies and academic careers. However, the recent availability of more focused Master’s programs at Schulich with students from a wider background of undergraduate degrees in basic disciplines is a	We agree with the response of the PhD Director and appreciate his input on this important recommendation.	Implemented and ongoing monitoring	PhD Director and other program directors; Student Services and International Relations; PhD Committee; ADA, ADP, and Dean’s Office.

		<p>promising area for additional growth in applications. Some areas like OMIS have already been successful in generating domestic applications with this strategy. Existing relationships between Schulich Faculty and other Faculties at York as well as other research oriented master's programs in the local area (e.g., Brock, Guelph, and Queens) have proven successful in generating domestic applications in the past and can be further strengthened in the future. The program also currently engages in a York-wide PhD information day that is broadly advertised by the university, as well as advertised by our own admissions team through email directed at current students and recent graduates both within the business school and in related departments/faculties across the university. Many of the students who ultimately applied to our program and were admitted attended these information sessions. Last year we started making the recordings of these online sessions available on the schulich phd admissions website to help increase exposure. That website was updated in other ways to better communicate the attractiveness of the program, including information about recent graduates and related publications. Area reps sitting on the PhD committee are also encouraged/reminded to leverage their own professional networks and those of other Schulich colleagues to generate additional applications. I mention these existing activities at length because they were not requested or included in the original program description.</p> <p>In summary, we currently make a concerted effort to generate domestic applications given the supply of these slots has tended to be higher than</p>			
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		<p>applications. The effort involved in some of these respects is considerable and the degree of success is not always clear. Despite this, we will continue to make these kinds of efforts to improve domestic applications, and further efforts will be made to target existing Master's students at Schulich in some of our new and growing programs, as well as research oriented Master's students at other universities that have been a good source of domestic students in the past. These seem like areas where efforts have more clearly paid off, and are relatively low cost in terms of the required time and other resources.</p> <p>Action: Additional efforts will be made to inform and remind program directors and students of masters programs within Schulich, York and other domestic programs to consider applying. The considerable current efforts made to attract domestic applications will be maintained.</p>			
<p>Recommendation 5: That the School consider additional ways to financially support students (particularly PhD students) in terms of funding, housing, and cost of living.</p>	<p>Agree <input type="checkbox"/></p> <p>Agree if resources permit <input type="checkbox"/></p> <p>Agree in principle <input checked="" type="checkbox"/></p> <p>Do not agree <input type="checkbox"/></p>	<p>MBA Response: This recommendation is advising Schulich to offer support students financially. I agree with this recommendation in principle. As MBA Program director, I'm not in a position to implement this recommendation. Business degrees at the graduate level are often very cost prohibitive. Combine this with Schulich's reliance on international students and Canada's economic and housing context, and one can see the merits of this recommendation that is likely not Schulich-specific phenomenon.</p> <p>PhD Response: Clearly our students need more funding and access to cheaper living accommodations. My own comparisons with</p>	<p>We agree with and appreciate the program directors' responses to this recommendation. We share the PhD director's point of view that Schulich is limited in its ability to control or influence the financial realities that contribute to the affordability crisis for graduate students.</p>	<p>Ongoing monitoring</p>	<p>Senior leadership team; PhD Program Director and PhD Committee; Student Services and International Relations; Advancement</p>

		<p>related schools suggest our guaranteed funding may be \$4-5k per year below peers and the current cost of living in Toronto is not clear. The financial environment also suggests additional funding is unlikely to become available from Schulich or York University. At the same time, external faculty research grants are not required to take on PhD students, but there appears to have been improved success in regularly garnering external awards like this to our faculty. This is a source of potential student funding that could likely be better utilized. There are also some potential opportunities for PhD students to TA or teach tutorial sessions with some of the restructuring going on with the undergraduate program that might be accessible to PhD students. PhD students are currently only allowed to serve as full instructors for courses after successfully completing their comprehensive exams (usually at the end of their 2nd or starts of 3rd year of study). We recently started allowing PhD students to take on TAs from their first year on, but these positions are extremely limited at Schulich. Taking on the responsibilities of teaching a full course is a big responsibility and time commitment, and not likely advisable for students before comps are completed. However, leading tutorial sessions may offer some midground in terms of offering additional opportunities to gain funding that might be manageable for at least some students before completing their comps. Such positions also potentially offer PhD students an opportunity to develop their teaching under the guidance of a course instructor/director, before trying their hand at teaching a course on their own. Access to the cheaper housing is something that</p>			
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		<p>only the university can solve, and otherwise involves market conditions.</p> <p>Action: Starting this year, area PhD reps and dissertation supervisors will be required to assess each student's finances directly during their annual progress evaluations and arrange for any additional funding or teaching opportunities needed to help alleviate financial difficulties. Increases in the guaranteed yearly amounts offered will also be considered for incoming PhD students to bring them up to competitive levels. The PhD committee will also consider adopting and formalizing the use of external faculty grants to support PhD students, in consultation with relevant faculty members and the Dean. The possibility of allowing PhD students to take on some of the forthcoming tutorial session positions before completing comps will also be considered by the PhD committee, although any such changes need to be weighed against maintaining time to degree completion and other success factors for students. The availability of more affordable living conditions is beyond Schulich's ability to control or improve.</p>			
C Recommendations Regarding Resources					
Recommendation 6: That the School consider ways to bridge silos and increase efficiencies between different units to reduce	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	I agree with this recommendation, which highlights the problem associated with the internal structural arrangements at Schulich that foster some unnecessary duplication of content and confusion among students. The underlying problem stems from a structure that gives general management program directors with little power over the future direction of the program. This is evident in	We appreciate the program response to this recommendation. We agree with the recommendation in principle; the challenge of implementing this recommendation involves the factors the program mentions. Schulich programs tend to be highly structured to ensure that students are prepared adequately, that our programs are competitive, and that we meet the	ongoing	Program directors and area coordinators; ADA and ADP and offices; senior

<p>duplication of offerings and confusion.</p>		<p>decision-making processes and approval processes associated with changes to the program which are largely based at the course level. Courses are the ownership of units/areas, not the program director. What is more, the course structure at York and Schulich does not permit flexibility in the length of courses, which contributes to the problem of duplication in programs. Action: From the program director's perspective, my effort is focused on negotiating with unit/area heads to bridge silos and increase efficiencies. My goal is to create a taskforce with these various interests and collectively construct a new way forward for the MBA program.</p>	<p>requirements of our accrediting bodies, regulating agencies, and industry partners. For this reason, and in light of major contributors to the budget situation such as the multi-year domestic tuition freeze and the pandemic, some duplication is inevitable so that the specific needs of each program in terms of course content, scheduling, credit weight, instructor expertise and availability can be met without interfering with the other programs. Still, we will commit to ongoing monitoring and review to identify possible efficiencies and opportunities for clarification.</p>		<p>leadership team</p>
<p>Recommendation 7: That the School take a more strategic overall view of programming without compromising student demands, with particular attention to the masters space, in order to reduce complexity and differentiate the MBA in a crowded space.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>I am in strong agreement with this recommendation, which discusses the need to be more strategic about the growth in master's programs in terms of how they collectively represent a strategic value proposition. In addition, the recommendation highlights the need to better differentiate the MBA Program given that the specialized master's program does overlap in curriculum with the MBA. Action: My objective is to focus on distinguishing the MBA from the specialized master's degrees. Unlike specialized master's degrees that are positioned as programs that provide deep expertise in functional areas, the MBA needs to highlight its traditional general management value proposition where graduates possess the leadership and management skills to make complex enterprise-level decisions. This might involve positioning the MBA as a program for those graduates of a specialized master's degree who are looking for management and leadership positions.</p>	<p>We agree with this recommendation and the program response. In response to global decline in demand for MBA programs over the last few years, Schulich has introduced the Tech MBA to give our students a more competitive edge in pursuing this degree type. We are also currently in the process of developing a proposal to introduce a blended delivery option for the existing MBA program so that prospective students will have more flexibility. This initiative will allow our program to compete with comparators that are increasingly moving to more flexible and economical program delivery models such as the one-year MBA.</p>	<p>ongoing</p>	<p>Master's program directors; senior leadership team, governance committees</p>

<p>Recommendation 8: That the School reduce approval time for staff positions, as much as possible within its scope, and focus on measures to improve retention in staff positions.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>This recommendation suggests that Schulich must expedite the process by which staff positions are approved and develop retention strategies. I agree that this is a significant challenge for Schulich. Schulich often loses their best staff to neighbouring faculties within York or outside of York. The jobs are often similar across faculties and universities. Without an intangible source of retention that keeps staff at Schulich, attrition is more likely. Action: This recommendation is beyond what I can do as a program director apart from demonstrating my appreciation and support for the one MBA staff member I work with.</p>	<p>Hiring managers within the School work closely with the School's people partner, central HR offices, and the Executive Office to advocate for approval of new positions that are most aligned to our strategic priorities. Beyond this commitment, the School does not have much control over the non-academic human resources structures that the shape the timeline of approval and hiring of new and existing positions. We appreciate this recommendation as an expression of support for our administrative staff and agree that these colleagues are essential to the School's success.</p>	<p>ongoing</p>	<p>Senior leadership team; hiring managers; people partner; executive officer</p>
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Program's additional comments:

MBA Director: have been in regular contact with the Dean and his senior leadership team. The above recommendations are very relevant to the MBA program. Specifically, the lack of focus on what distinguishes the MBA in a context of growing specialized Master's Programs is a concern. In addition, the internal structure at Schulich and at York makes it extremely difficult to put forward the necessary changes the MBA needs to survive.

Dean's additional comments:

We appreciate the input of the review team and the program directors. We note that in addition to the above initiatives, each of the School's programs is evaluated annually to assess the quality of input, throughput, and output. This process helps with monitoring the input mix (domestic versus international), updating the curriculum and out indicators such as pass rates and employment data.

YORK UNIVERSITY

Final Assessment Report

Master of Business Analytics (MBAN)
Master of Management in Artificial Intelligence (MMAI)
Master of Supply Chain Management (MSCM)

Schulich School of Business

Cyclical Program Review – 2015 to 2021

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

MMAI
MBAN
MSCM

Reviewers appointed by the Vice-Provost Academic:

External:

1. Dr. Danny Cho, Professor, Operations Management & Information Systems, Goodman School of Business, Brock University
2. Dr. Elkafi Hassini, Professor and Associate Dean, Research, Operations Management, DeGroote School of Business, McMaster University

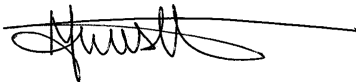
Internal:

1. Dr. Terry Sachlos, Associate Professor, Department of Mechanical Engineering, Lassonde School of Engineering, York University

Cyclical Program Review Key Milestones:

- Cyclical Program Review launch: September 15, 2021
- Self-study submitted to Vice-Provost Academic: September 21, 2023
- Date of the Site Visit: October 30-November 3, 2023
- Review Report received: February 5, 2024
- Program Response received: June 7, 2024
- Dean's Response received: June 7, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, November 2024.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: October 30 – November 3, 2023

The Schulich School of Business offers one undergraduate program and numerous graduate programs. The external reviews were organized around four groups of programs: Accounting and Finance, General Business Administration, Marketing and Real Estate, and Operations Management and Information Systems.

The virtual site visits for all program groups were organized over a five-day period from October 30 to November 2, 2023.

All of the reviewers for the Schulich groups met first with Marcia Annisette, Vice-Provost Academic and Alice MacLauchlan, Vice-Provost and Dean of Graduate Studies, followed by a meeting with the Dean of the Schulich School of Business, Detlev Zwick and then the Schulich Associate Deans, Kevin Tasa, Associate Dean, Academic; Kiridaran Kanagaretnam, Associate Dean, Students; Eileen Fischer, Associate Dean, Research; Theodore Noseworthy, Associate Dean, External Relations; and Ashwin Joshi, Associate Dean, Programs. The reviewers from all programs also met with librarians, including Sarah Coysh, Associate Dean Digital Engagement and Strategy, Angie Liann, Schulich's Associate Librarian, Teaching and Learning. A meeting was also held with Schulich Administrative staff from the Office of Student Services and International Relations, the Centre for Career Design, the Professional Development and Experiential Education Office, the Office of Information Services and Technology and the Office of the Associate Dean Academic.

The reviewers for the programs in the Operations Management Group met with the following individuals: Julian Scott Yeomans, Program Director, Master of Management in Artificial Intelligence and Master of Business Analytics, and David Johnston, Program Director, Master of Supply Chain Management. The reviewers met with a group of full-time faculty members from the programs, as well as a group of part-time faculty members. The scheduled meeting with graduate students on November 1 was cancelled at the last minute because of no-shows by the students or due to miscommunication.

Note: It is regrettable that the reviewers did not have the opportunity to gain insight into the student perspective as part of this review process. Student input is important for understanding the programs and the learning experience as well as considering the recommendations from the reviewers. While securing student involvement in a program review can be a challenge, programs are encouraged to employ particular strategies (e.g., working with student governments, etc.) that can be effective for increasing participation. The University will learn from this experience to ensure involvement of students in the review process moving forward.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in June 2026, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION

The Schulich School of Business offers a large and growing portfolio of degree programs at all three degree levels – the BBA, the MBA degree, offered in Canada and in India, the joint EMBA, eight master's degrees, eleven stand-alone diplomas, and a PhD program with specializations in seven disciplines.

The master's programs are designed for people who wish to obtain professional qualifications. Some of these unique and innovative programs at the master's level were among the first of their kind in the world (e.g., Real Estate & Infrastructure, Master of Management in Artificial Intelligence).

The Operations Management and Information Systems review group included the Master of Business Analytics (MBAN), the Master of Management in Artificial Intelligence (MMAI), and the Master of Supply Chain Management (MSCM).

Master of Business Analytics

The Master of Business Analytics (MBAN) is a combined full time, one-year, 3-term graduate degree program that provides a comprehensive understanding of analytics in a business environment to students from both business and non-business backgrounds. The first cohort began in May 2012. Designed to be highly experiential, students have an opportunity to reinforce, develop, and apply skills learned in the first two semesters within in a real organization through their participation in the capstone "Analytics Consulting Project".

Master of Management of Artificial Intelligence

The Master of Management in Artificial Intelligence (MMAI) is a combined full time, one-year, 3-term graduate degree program that provides a comprehensive understanding of artificial intelligence (AI) in a business environment to students from both business and non-business backgrounds. The first cohort began in September 2019. The curriculum is designed to be highly experiential, addressing the skills necessary for success in a range of industry sectors such as consulting, banking, manufacturing, operations, communication, problem solving, and working in diverse, cross functional, team-based environments. In the final two semesters, students have an opportunity to reinforce, develop, and apply these skills in a real organization through their participation in the capstone "Artificial Intelligence Consulting Project".

Master of Supply Chain Management

The Master of Supply Chain (MSCM) is a combined full time, 1-year, 3-term and a 2-year, part time 6-term graduate degree program for students in professional supply chain management. In the final semester, students have an opportunity to apply these skills to a real organization through their participation in the capstone “Supply Chain Consulting Project.” The first students were accepted in 2019, the same year the Canada Research Chair in Supply Chain Management was established. The George Weston Ltd Centre for Sustainable Supply Chains was also established in 2020, and the George Weston Ltd. Chair for Sustainable Supply Chains was established in 2021.

Overall, the external reviewers were positive about the three graduate programs, noting in their report, “The External Review Team (ERT) believes that each of the three professional master’s programs, which is based on the integrated experiential learning approach and the concept of university-industry partnership for student learning, is a great platform for higher education in the field of AI, business analytics or supply chain management. The ERT also believes that the students in each program receive great academic education and real-life learning experiences within and outside the classroom and will be in great demand by employers and advanced academic programs.”

The reviewers were “impressed with the dedication of the administration, faculty, and staff of all three master’s programs.” They note that these programs serve a current niche, appreciated by students, employers, and society, “since they continue to train students in solving relevant organizational problems in real-life settings through ‘integrated experiential learning in the workplace’ experiences. The innovation within the programs can be attributed to the excellent faculty teaching and training within Schulich and the industry-community partnerships that are involved in the operation of the programs”.

For further improvement of the three programs under review, the External Review Team (ERT) made the recommendations outlined below.

RECOMMENDATIONS:

Recommendation 1: The curriculum for the MBAN program should be reviewed and then updated as necessary.

Recommendation 2: For the MBAN program, additional (one or two) analytics-focused technical courses should be included in the curriculum.

Recommendation 3: The Program Directors in consultation with area coordinators should find a better and sustainable way to attract more qualified full time tenure-track or tenured faculty members to teach courses and lead in these programs.

Recommendation 4: The Program Directors in consultation with area coordinators should find a better and sustainable way to attract qualified part time instructors to teach courses in these programs.

Recommendation 5: The program’s learning goals and outcomes for each of the three programs should be consistently evaluated and effectively measured on an ongoing basis.

Recommendation 6: The idea of “decluttering” in all three programs should be reviewed very carefully since it could damage the quality and integrity of each of the programs. Faculty members that were involved in the curriculum design should be leading the efforts of revising the curriculum to ensure that changes are made based on academic needs and student learning goals.

Recommendation 7: The idea of exploring Dual/Concurrent Degrees, i.e., two of MMMI, MBAN, MSCM and MBA-Sustainability should be delayed until other issues/ideas are resolved/explored.

Recommendation 8: All three programs should explore ‘Advanced Standing’ or exemption from specific courses for candidates who have already obtained/achieved advanced knowledge and skills in certain areas.

Recommendation 9: All three programs should explore bootcamps in programming languages and/or mathematical modelling to be inclusive of students who lack skills or need to refresh their skills in those areas.

Recommendation 10: Initiate a dialogue with SCMAO (*Supply Chain Management Association of Ontario*) and try to convince them to continue giving an exemption to the MSCM graduates for the “Fundamentals of SCM” module.

Recommendation 11: Explore relationships with relevant professional accreditation bodies/associations for potential professional certifications to get maximum benefits for the students in the MBAN and MMAI programs.

Recommendation 12: While the student service level is good in all areas for all three programs, the ERT urges the Schulich School to be vigilant in preventing any loss of the ‘personal touch’ in student services due to the increased number of students in the programs.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2024.

	Recommendation	Action	Responsible for Follow-up	Timeline
1	That the curriculum for the MBAN be reviewed and updated as necessary.	Make immediate curricular revisions identified in the CPR; curricular review to continue on an ongoing basis.	Program Directors in consultation with Associate Dean, Programs and Associate Dean, Academic	Fall 2024-2025 for approval of immediate changes and then ongoing
2	That the MBAN incorporate additional analytics-focused technical courses.	Curriculum proposals to finalize addition of advanced analytical training components as elective or required courses.	MBAN Program Director	Fall 2024-2025
3	That additional qualified full-time tenure-track or tenured faculty be hired to teach and/or lead programs in the program areas.	As resources permit, additional hiring for such positions to be considered.	Dean, Associate Deans, Program Directors	Ongoing discussions in light of budget challenges.
4	That additional qualified part-time instructors be hired to teach and/or lead programs in this area.	Continue procedures for hiring part-time faculty and encourage involvement in curriculum renewal.	Program Directors in consultation with OMIS Area Coordinators, Associate Dean Academic and Executive Officer.	Ongoing

5	That the learning goals and outcomes for the MBAN, MMAI and MSCM programs be consistently evaluated and effectively measured on an ongoing basis.	Continue implementation of appropriate metrics for student learning achievement in OMIS area programs.	Program Directors	Fall 2024-2025 and ongoing
6	That the idea of “decluttering” the OMIS area programs be very carefully reviewed to ensure the quality and integrity of each program.	Programs to continue with ongoing curriculum review and course content as it supports program learning outcomes.	Program Directors	Fall 2024-2025 and ongoing
7	Delay exploration of dual and concurrent degrees until recommendations above are resolved.	The programs in the OMIS area will not pursue dual or concurrent degrees until there is a clear justification and the resources to proceed.	n/a	n/a
8	That the OMIS area programs explore “advanced standing” for students who have demonstrated advanced knowledge of skills in certain areas.	The MBAN and MMAI will monitor the state of the industry and knowledge requirements on an ongoing basis to determine if an “advanced standing” option is viable. The MSCM will continue	Program Directors	Ongoing monitoring.

		its current practice of offering advanced standing for the term of the program which covers the business foundations of a SCM progressional degree.		
9	That the OMIS programs consider “boot camps” in programing languages and/or mathematical modelling for students who need to refresh their skills in those areas.	The MBAN and MMAI programs will explore the option of boot camps in addition to the first term efforts to ensure students have the required programming and modelling skills. The MSCM to explore a bootcamp for MSCM fundamentals.	Program Directors	Consideration of “boot camp” option through 2024-2025, for potential implementation in 2025-2026 or when feasible.
10	That a dialogue with SCMAO be initiated to support ongoing exemption for MSCM graduates from the “Fundamentals of SCM” module.	The program will investigate with the SCMAO an advanced standing option for MSCM graduates.	Program Director	Dependent on SCMAO clarifying its policies.
11	That relationships with relevant professional accreditation bodies/associations be explored to benefit MBAN and MMAI	MMAI and MBAN will continue to explore external bodies to determine potential benefits for students.	Program Directors	Fall 2024-2025 and ongoing

	students.			
12	That Schulich maintain the personal touch in student services even as numbers of students increase.	The programs will continue to support the “personal touch” through experiential learning and career relevant extra-curricular activities, in addition to the professional student services offered centrally and the monitoring of student co-curricular activities through the pilot of the tracking system.	Program Directors, Student Services and International Relations, Associate Dean Academic and IST teams for the student co-curricular tracking system	Ongoing in addition to the tracking system pilot in 2024-2025.

Date Completed and Returned to Vice-Provost Academic's Office:

Completed by: Juian Scott Yeomans and David Johnston

Detlev Zwick, Kevin Tasa, Ashwin Joshi, Kathryn Doyle

Recommendation:	To be completed by program in consultation with Dean.	Program's detailed response	Dean's Response	Timeline: (to be completed by the program in consultation with the Dean)	Person(s) responsible: (to be completed by the program in consultation with the Dean)
<p>Recommendation 1: That the curriculum for the MBAN program be reviewed and then updated as necessary.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>This is a "given" – the MBAN program's curriculum is constantly being evaluated to identify areas for improvement. The curriculum examined in the CPR represented the first major update in a decade (i.e. the first year it had been introduced), representing the first step in a planned multi-year process. There is a particular need to add more advanced analytical course offerings into the program.</p> <p>Action: This need has already been identified and the review will be conducted on an ongoing basis.</p>	<p>We agree with and are supportive of the program's response. All Schulich programs are part of an annual internal review, in which each program is evaluated to assess the quality of input, throughput, and output. This process helps with monitoring the input mix (domestic versus international), updating the curriculum and out indicators such as pass rates and employment data. Further, the implementation of the the School's AACSB assurance of learning plan documents our programs' commitment to continuous improvement and the mechanisms we have in place to ensure are programs are innovative and high quality.</p>	<p>Ongoing</p>	<p>Program Directors in consultation with Associate Dean, Programs and Associate Dean, Academic</p>
<p>Recommendation 2: That the MBAN program include additional (one or two) analytics-focused technical</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>There is clearly a strong need for introducing additional advanced analytical training components into the MBAN. There is a plan to add new analytics courses (either as electives or as required courses) in the near-term and to cull several of the existing non-analytical elective offerings.</p>	<p>We appreciate the program's approach to respond to this recommendation and look forward to supporting the relevant proposals through the collegial governance approval process and implementation.</p>	<p>A minor modification to program expected in 2024-25</p>	<p>MBAN Program Director</p>

courses in the curriculum.		Action: This update will be undertaken in conjunction with the actions taken for Recommendation 1.			
Recommendation 3: That a sustainable way be established to attract more qualified full-time tenure-track or tenured faculty members to teach courses and lead these programs.	Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input checked="" type="checkbox"/>	MBAN and MMAI Response: The OMIS Area has remained considerably understaffed for decades. There are currently no AI-specialist FT faculty in OMIS and those in Analytics usually possess this attribute as a more secondary specialization. The OMIS Area allocates its tenure-track faculty to not only the MBAN and MMAI, but also to the MSCM, BBA, MBA, and PhD programs. Consequently, the MMAI and MBAN is in “competition” with every other program for FT OMIS faculty. This shortcoming can only be corrected by adding more FT positions and the university has instituted a moratorium on hiring.	We agree with this recommendation as resources permit. Given the seriousness of the University’s budget over the next three years, it’s difficult to commit to actioning recommendations related to hiring at this time. We thank the programs for their input on this issue.	Support in principle ongoing. Monitoring of the budget will be continuous	Dean; Associate Deans; Program Directors
MSCM Response: The MSCM program competes with other programs at Schulich for full time tenured faculty who have the requisite skills and interest in analytics and supply chain management. In the long term this can only be addressed by more hiring. Currently there is a hiring freeze at York University.					
Action: Support the hiring of new faculty for the Operations Management and Information Systems area who have skills and interest in supply chain management when resources allow. It is essential that there more hiring be undertaken in the OMIS Area and, to remove the FT-deficit for the MBAN and MMAI, the program director reports that this would require 3-5 specialty hires in <u>each</u> of the AI and Analytics fields.					

<p>Recommendation 4: That a sustainable way be established to attract more qualified part-time instructors to teach courses in these programs.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MBAN and MMAI Response: This is essentially a platitudinous statement that nobody would disagree with. The question is “how”? To actually implement it on a sustainable basis would require changing the underlying nature of how part-term, contingent faculty are resourced via university policies – things such as longer-term contractual commitments, higher/competitive pay for experienced highly-skilled in-demand AI professionals, provision of benefits, etc. all of which lie beyond the aegis of the MMAI and MBAN.</p>	<p>We agree with the recommendation in principle and appreciate the programs’ responses.</p>	<p>Ongoing</p>	<p>Program Directors in consultation with OMIS Area Coordinator and ADA & EO Offices.</p>
<p>MSCM Response: In the MSCM program the recruitment of part time faculty is a continuous process initiated by the program director and supported by the OMIS area coordinator. The program continues to hire only practitioners with graduate degrees, years of industry experience in managerial and/or consulting roles and prior teaching experience. The program director involves part-time instructors in curriculum development when changes are approved by faculty council and in line with learning objectives.</p>	<p>Action: Continue current MSCM policies for recruiting qualified part time instructors and increase efforts to involve current instructors early in curriculum change. Current policies for identifying, recruiting, and hiring suitably high-skilled PT instructors in AI and Analytics will be maintained. Any changes to this approach would necessitate considerably altering various strategic directions at a broader, pan-university level.</p>				

<p>Recommendation 5: That the learning goals and outcomes for each of the three programs be consistently evaluated and effectively measured on an ongoing basis.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MMAI and MBAN Response: The MMAI and MBAN currently endorse Schulich initiatives that track student achievement on program learning objectives, particularly those relating to the support of academic certifications. <i>Inter alia</i>, this involves and incorporates the collection and analysis of data from various course work. Industry and graduate feedback is also sought.</p>	<p>We agree with the recommendation in principle. The School is already in the process of reviewing and revising the program learning outcomes and goals for each of its academic programs. These revised outcomes are agreed upon and the accreditation team is now working on collecting data from student assessments according to the programs' assurance of learning plans. We agree with the programs' point that feedback from industry and graduates is imperative—this feedback will be captured as part of the School's accreditation (AACSB) plan.</p>	<p>Ongoing</p>	<p>Program Directors; Schulich accreditation team;</p>
		<p>MSCM Response: The MSCM supports the current initiatives faculty wide to track student achievement on program learning objectives in support of its certification to academic standards. This includes the collection and analysis of data from course work. This has resulted in recent changes to student evaluation in coursework in the MSCM program in support of this capability.</p>			
		<p>Action: Continue with the application and analysis of appropriate metrics that capture the MMAI and MBAN program learning objectives. The feedback from industry and from graduates is also imperative. Implementation of metrics on student learning achievement relative to MSCM program learning objectives.</p>			
<p>Recommendation 6: That the idea of “decluttering” in all three programs be reviewed very carefully to avoid damage to the quality and integrity of each of the programs.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MSCM Response: Changes to the MSCM program curriculum tend to be within existing courses and are initiated each year by the program director with the cooperation of instructors. If a new topics or skill needs to be introduced to the program that is done at the expense of topics or skills of lower priority subject to the qualifier that the core learning objectives of the program must all be covered. The MSCM program has not removed courses nor changed the number of course credits required for the degree. Rather courses have been revised and repositioned content wise.</p>	<p>This recommendation is the result of a misunderstanding during the virtual site visit meetings. Considering the program directors' efforts to closely monitor and renew the curriculum, we agree that the idea of decluttering needs to be approached cautiously and is not a priority for OMIS programs at this point.</p>	<p>Ongoing monitoring of programs</p>	<p>Program Directors</p>

		Action: Continue to review the content in each course in the MSCM program for its relevance to the learning of MSCM students.			
Recommendation 7: That the idea of exploring Dual/Concurrent Degrees, i.e., two of MMMI, MBAN, MSCM and MBA-Sustainability, be delayed until other issues/ideas are resolved/explored.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	MMAI and MBAN Response: The MMAI and MBAN programs have not, and will not, initiate any dual/concurrent degree proposal(s) until there are sufficiently clear justifications and resources to support such actions.	We agree with this recommendation and the programs' responses.	N/A	N/A
		MSCM Response: This option needs to be thought through carefully as to its feasibility from a requisite supporting resources perspective (i.e., full and part time instructors, scheduling) and its learning objectives.			
		Action: No additional measures are required at this point in time. The programs will not propose a dual or concurrent degree until there is a clear justification and the resource to proceed.			
Recommendation 8: That all three programs explore 'Advanced Standing' or exemption from specific courses for	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/>	MMAI and MBAN Response: The reviewers introduced this as a suggestion to reduce the program requirements to 8 months for certain students. The application of such a suggestion is not considered desirable. To ensure that all students consistently possess the essential skill requirements for their 8-month consulting placements, the host organizations have <u>uniformly</u>	We edited this response to 'agree in principle' because the programs' responses differed from each other. MMAI and MBAN disagree with the recommendation whereas MSCM already applies advanced standing in its recruitment. We agree with both responses and the programs' respective approaches.	Ongoing	Program Directors in consultation with Student Services and International Relations

<p>candidates who have already obtained/achieved advance knowledge and skills in certain areas.</p>		<p>indicated that they want the floor competencies that are now provided in our revamped semester 1 – from everybody. This should not be changed (& thus, with the subsequent requirement of the 8-month project, program length should not, and cannot, be reduced by a semester). Furthermore, the requisite AI and Analytics skills evolve <u>constantly</u>, (even moving from one semester to the next for the same class) so it must be ensured that all students be up-to-date on the very latest developments. Different programs (courses and length) for different students would not be conducive to maintaining consistent quality and essential skills throughout the program for the students.</p>			
<p>Recommendation 9: That all three programs explore boot camps in programming languages and/or mathematical modelling to be</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MMAI and MBAN Response: The MMAI & MBAN will explore the need for potential boot camps to determine potential program/student benefits. Currently, the first semester in both programs is structured such that all students are brought “up to speed” with their programming and modelling – to enable a sufficient level of skills to operate both in the industry settings for their consulting projects and to be able to progress into the requirements</p>	<p>We agree with the programs’ approaches and responses to this recommendation.</p>	<p>Ongoing monitoring. Development of plan for SCM bootcamp fundamentals in 2024-25</p>	<p>Program Directors</p>
		<p>MSCM Response: The MSCM program already does this in its recruitment policy. The advanced standing is for the first term of the program which covers the business foundations for a SCM professional degree.</p>			
		<p>Action: The MBAN and MMAI programs will monitor the state of the industry and knowledge requirements on an ongoing basis to determine if the current approach remains practicable. The MSCM program will continue to offer advanced standing to qualified applicants.</p>			

inclusive of students who lack skills or need to refresh their skills in those areas.		for semesters 2 & 3 in their respective programs. Should a restructuring of the programs prove beneficial by the introduction of boot camps to alleviate skill deficits, then the programs will consider the introduction of such options.			
		MSCM Response: The MSCM program does not require programming skills as does the MBAN and MMAI in line with its focus on educating supply chain professionals versus data analysts/scientists. The program does require students to develop analytic skills that include basic math and statistical modelling. These we assess coming into the program with pre-course work and a test. We then reinforce through out the curriculum. We are working on a bootcamp but are more focused on providing the fundamentals of supply chain earlier on in the program (i.e, Term 1). This will partially address Recommendation 10 below.			
		Action: The viability of skills boot camps will be considered and explored in depth to ascertain their place within the MMAI and MBAN. Continue to emphasize mathematical and statistical modelling in the MSCM curriculum in pre-course work. Work on bootcamp for SCM fundamentals.			
Recommendation 10: That a dialogue with SCMAO be initiated to ensure an ongoing exemption for MSCM graduates for the “Fundamentals of SCM” module.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	We will investigate this further as the SCMAO clarifies its policies with regards to advance standing and the learning objectives for their course.	We agree with this recommendation and the program’s response.	As the SCMAO clarifies its policies regarding advance standing	Program Director
		Action: Investigate advance standing to the SCMAO certification module for MSCM students.			

<p>Recommendation 11: That relationships with relevant professional accreditation bodies/associations be explored to get maximum benefits for the students in the MBAN and MMAI programs.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>The MMAI & MBAN will continue to explore relationships with various external bodies to ascertain potential benefits. Currently students in both programs leverage our offerings for PMP certification. Based on extensive discussion with our project host organizations, the “accreditations” from INFORMS and the CORS diploma were deemed irrelevant to their needs and/or hiring requirements (as was the earlier, rather peculiar, fixation with SAS certification – only one of our graduates indicated that they had ever actually used SAS post-graduation & that was because they worked there). The programs will examine the merits of other possibilities – such as the additional bodies mentioned by the reviewers.</p>	<p>We are supportive of the programs’ response to this recommendation.</p>	<p>Ongoing</p>	<p>Program Directors</p>
		<p>Action: Reviews of various supplemental accreditations will be conducted on a continuing basis.</p>			
<p>Recommendation 12: That the Schulich School to be vigilant in preventing any loss of the ‘personal touch’ in student services due to the increased number of students in the programs.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MMAI and MBAN Response: Loss of personal touch coupled with an expanding cohort size can always present a source for apprehension. However, the programs incorporate highly experiential in-class pedagogical approaches together with the 8-month hands-on experiential “industry” projects. During the projects, student groups are also required to regularly meet with faculty advisers to discuss progress/difficulties – these initiatives help ameliorate feelings of apprehension, isolation, and disorientation. There are also numerous extra-curricular events and industry presentations. Many students partake in hackathons (we organized a global AI hackathon with 1,200 students this past year) and we also introduced an industry mentorship support</p>	<p>We appreciate all the programs’ input to ensure Schulich student success. We agree with the recommendation in principle and note that Schulich’s Student Services and International Relations team is highly competent and attuned to the changing, diverse needs of students. The School is currently working on implementing a student co-curricular tracking system to help support students with identifying opportunities for co-curricular experiences and engagement with the School’s offices as part of their progression through their programs. We note the University’s three-year budget plan, and in particular the implementation of the University’s essential hire questionnaire as a mitigation strategy, as (necessary) limitations to</p>	<p>Ongoing monitoring. Student Co-curricular tracking system to be piloted in 2024-25.</p>	<p>Program Directors; Student Services and International Relations; IST and ADA teams for co-curricular tracking system.</p>

		<p>initiative. We created and support the Schulich AI and Analytics Society (SAAS) club that has organized numerous student-run events. We strongly promote that students avail themselves of all the career centre (CCD) resources and the support provided by Student Services. There are current plans to leverage the alumni mentoring program during the current academic year.</p>	<p>increasing the number of staff who administer student services.</p>		
		<p>MSCM Response: In the MSCM this a persistent concern. We are focused on having highly experiential in-class pedagogy in addition to experiential projects with industry. We have encouraged extra-curricular activities such as working through the Schulich Supply Chain and Operations Club to sponsor case competitions which include faculty involvement. We are implementing alumni mentoring and have systematically improved our coordination with other parts of SSB administration to offer services such as career counselling.</p>			
		<p>Action: Maintain a “personal touch” through experiential learning, relevant AI/Analytics club activities, various extra program events, and other career-relevant extra-curriculars. Continue to support the “personal touch” through experiential learning and career relevant extra-curricular activities for MSCM students.</p>			

Program’s additional comments:

From MSCM:

- 1) Some of the recommendations are specific to MBAN and MMAI and over generalize to the MSCM program. One high level observation is that the MSCM is a professional supply chain management degree versus providing a pathway to a doctoral program or qualifying people to be data scientists.
- 2) The reviewers may be under the impression that the MSCM consulting project course is the structurally the same as the MMAI and MBAM consulting project. The MSCM program is 4.5 credits and is over one term. The MMAI and MBAN programs are 6.0 credits and span two terms. On page 4 they say:

“Each of the programs has an innovative structure, which consists of thirteen required courses (39 credits in total) and adopts an integrated experiential learning approach that requires the students to complete a community-involved major consulting project (6 credits). The program curriculum certainly provides the students with not only fundamental business and advanced AI/analytics/ SC skills, but also how to integrate their knowledge and skills, and analyze and solve real-life organizational problems. The learning outcomes of each of the programs are clear and consistent with the degree-level expectations and the University’s mission and academic plan.”

Dean’s additional comments:

We thank the review team and the program directors for their input into the program review.

YORK UNIVERSITY
Final Assessment Report

Master of Marketing (MMKG)
Master of Real Estate and Infrastructure (MREI)

Schulich School of Business

Cyclical Program Review – 2015 to 2021

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

Master of Marketing (MMKG)
Master of Real Estate Infrastructure (MREI)

Reviewers appointed by the Vice-Provost Academic:

External:

1. Dr. Richard K. Green, Director and Chair of the USC Luck Center for Real Estate, Sol Price School of Public Policy, USC and the Marshall School of Business, Los Angeles, California, USA
2. Dr. Leighann C. Neilson, Academic Director, Graduate Research Programs and Associate Professor of Marketing, Sprott School of Business, Carleton University, Ottawa, Ontario, Canada

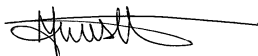
Internal:

1. Professor Joanne Magee, Undergraduate Program Director, School of Public Policy Administration and the Coordinator of Income Tax Law Courses for the School of Administrative Studies, Faculty of Liberal Arts and Professional Studies, York University

Cyclical Program Review Key Milestones:

- Cyclical Program Review launch: September 15, 2021
- Self-study submitted to Vice-Provost Academic: September 20, 2023
- Date of the Site Visit: October 30 – November 2, 2023
- Review Report received: April 2, 2024
- Program Response received: September 9, 2024
- Dean's Response received: September 9, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, November 2024



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: October 30 – November 2, 2023

The Schulich School of Business offers one undergraduate program and numerous graduate programs. The external reviews were organized around four groups of programs: Accounting and Finance, General Business Administration, Marketing and Real Estate, and Operations Management and Information Systems.

The virtual site visits for all program groups were organized over a five-day period from October 30 to November 2, 2023.

All of the reviewers for the Schulich groups met first with Marcia Annisette, Vice-Provost Academic and Alice MacLauchlan, Vice-Provost and Dean of Graduate Studies, followed by a meeting with the Dean of the Schulich School of Business, Detlev Zwick and then the Schulich Associate Deans, Kevin Tasa, Associate Dean, Academic; Kiridaran Kanagaretnam, Associate Dean, Students; Eileen Fischer, Associate Dean, Research; Theodore Noseworthy, Associate Dean, External Relations and Ashwin Joshi, Associate Dean, Programs. The reviewers from all programs also met with librarians, including Sarah Coysh, Associate Dean Digital Engagement and Strategy, Angie Liann, Schulich's Associate Librarian, Teaching and Learning. A meeting was also held with Schulich Administrative staff from the Office of Student Services and International Relations, the Centre for Career Design, the Professional Development and Experiential Education Office, the office of Information Services and Technology and the Office of the Associate Dean Academic.

The reviewers also met with the following individuals: Grant Packard, Graduate Program Director, Master of Marketing (MM) and Jim Clayton, Graduate Program Director, Master of Real Estate and Infrastructure (MREI).

A meeting was held with one full-time faculty member and with a group of part-time instructors in both programs. The reviewers met with a small group of students (3) and received comments from 1 via email as well.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in June 2026, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION

The Schulich School of Business offers a large and growing portfolio of degree programs at all three degree levels. These programs include the BBA, the MBA (offered in Canada and in India), the Kellogg-Schulich EMBA, eight Master's degrees, eleven stand-alone diplomas, and a PhD program with specializations in seven disciplines.

The Master's programs are designed for people who wish to obtain professional qualifications. Some of these unique and innovative programs at the Master's level were among the first of their kind in the world (e.g., Real Estate & Infrastructure, Master of Management in Artificial Intelligence).

The Bachelor of Business Administration (BBA) degree program is a very important part of the School's mandate, attracting only the most highly qualified students.

The Marketing and Real Estate review group included the Master of Real Estate and Infrastructure (MREI) and the Master of Marketing (MMkg) programs.

The Master of Real Estate & Infrastructure (MREI) is a one-year, three-term program providing foundational technical expertise, applied experiential learning, critical thinking skills and leadership development focused on the built environment (aka "cities"). It is the only graduate program in Canada, and one of only a few globally, that combines courses in both real estate and infrastructure. The MREI program began in 2017 and was designed to build upon the quality and reputation of the Schulich MBA specialization in Real Estate and Infrastructure, which was established in 1991. With regard to the MREI, the review report included the following observation, "The curriculum for the Master's Degree (MREI) is quite innovative, in that it spends a large amount of time on both infrastructure and sustainability. This allows the program to stand out from its competitors and will produce students who know important material that many of their peers will not". The Report also reflected on the importance of balancing the mix of full-time faculty with part-time instructors.

The MMKG program was initiated in 2019. It is an intensive 12-month full-time program designed to prepare graduates for professional careers in marketing. The objective of the program is to provide students with the critical analysis and decision-making skills required of marketers today. Students learn state-of-the-art theory and method in marketing and research. Graduates of the program are qualified for meaningful positions in private, public, and non-profit organizations and are equipped to take on marketing leadership roles in the future. The program has seen strong demand since its inception in 2019, with the most applicants annually among all specialized one-year master's program at the School.

RECOMMENDATIONS: MASTER OF MARKETING (MMKG)

Recommendation 1:

Since you have recently reduced the number of credit hours required, I am somewhat hesitant to suggest adding back more material. However, I think a course in Personal Sales and/or Sales Management would complement the focus on Marketing Communications/Promotion. For those students seeking a career 'pivot', my experience is that entry level positions in Sales are typically available, even in poor economic conditions, and that you have an opportunity here to help your students to then move quickly up the Sales ranks.

Recommendation 2:

Continue to invest in group work skills. There might be a need for some cross-cultural communication training, to ease what appeared to be tensions between domestic and international student group members. I also wonder if there is a way of helping international students learn what will be expected of them, prior to the start of the program. It wasn't clear to me whether this was part of your Orientation package or not.

Recommendation 3:

As with the suggestion for the REI program, in future reviews being able to talk with current students would be important. As you graduate students, having access either to alumni or to placement reports would allow the reviewer to comment on the effectiveness of the program in preparing students for the marketplace. We also did not get a good sense of library resources that could be used to support the MMKG program (e.g., access to case studies?) This should be considered for future reviews.

[Note: This recommendation refers to planning for the next CPR and will be addressed in that review cycle.]

The VPA's Office followed up with the reviewers to learn more about why they were unable to assess the library resources for both the MMKG and MREI, despite receiving a library statement and having a meeting with the relevant librarian. The reviewers offered the following comment:

"Notwithstanding the library statement, which was provided as well as the meeting with librarians, the reviewers were not provided with sufficient information to make an assessment when they actually spoke with faculty and student."

They also offered the following two suggestions for future reviews:

“Faculty and students should be encouraged to comment on their library use in the meetings. The meetings with librarians should not be joint meetings with a variety of Schulich programs.”

These suggestions will be addressed in the next review cycle.]

RECOMMENDATIONS: MASTER OF REAL ESTATE AND INFRASTRUCTURE (MREI)

Recommendation 4:

I think it is difficult for a graduate program in real estate to survive on its own. At any point we have about 500 students studying real estate at the undergraduate level and about 50 at the graduate level. The undergraduate program allows us to have a sufficiently large faculty (currently 8 and attempting to grow to 10) to allow for variety and quality control in teaching.

Recommendation 5:

Build research resources. Research active faculty stay more aware of the most current conditions in real estate markets. Even the best adjuncts can come to rely too much on teaching how things used to be. To give one example, capital markets are much more important to real estate now than they were 35 years ago. Those doing research in real estate finance will know this and know how the market has evolved.

Recommendation 6:

In future reviews, have more student involvement. The three previous departmental reviews I have done have had far more student involvement.

[Note: This recommendation refers to planning for the next CPR and will be addressed in that review cycle.]

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2024.

	Recommendation	Action	Responsible for Follow-up	Timeline
1	That the MMKG program consider adding a course in Personal Sales and/or Sales Management.	The program offers such a course and will continue to offer a personal sales and/or sales management course.	Program Director	Ongoing
2	That the MMKG program continue to invest in cross-cultural communication training for group work.	The orientation includes about 30 minutes on this topic. The program will consult with the Orientation team to enhance robustness in this session moving forward.	Program Director with Student Services and International Relations, along with course director of Professional Development Hive 1.	Fall 2024 Orientation and ongoing
3	That future reviews of the MMKG include more student involvement and information on available library resources.	That the School and program engage with students and the university libraries to ensure participation in the next external review.	Program Director, Dean's Office	Next review to launch in Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.
4	That the School consider developing	An undergraduate program is not feasible at this time. The program will	n/a	n/a

	an undergraduate program in Real Estate and Infrastructure to allow for variety and quality control in teaching.	continue to offer some courses in the undergraduate program.		
5	That the MREI Program add more full-time research active faculty.	That the School explore options for the addition of full-time tenure-track faculty to the Real Estate and Infrastructure area at Schulich, which would serve not only the MREI but also the MBA program.	Program Director, Dean, Associate Dean Academic	Ongoing monitoring of budgetary pressures that impact the hiring of faculty complement.
6	That future reviews of the MREI include more student involvement.	That the School and program engage with students to ensure participation in the next external review.	Program Director, Dean's Office	Next review to launch in Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

DATE COMPLETED AND RETURNED TO VICE-PROVOST ACADEMIC'S OFFICE:

COMPLETED BY: GRANT PACKARD Dean(s)

Recommendation:	To be completed by program in consultation with Dean.	Program's detailed response	Dean's Response	Timeline: (to be completed by the program in consultation with the Dean)	Person(s) responsible: (to be completed by the program in consultation with the Dean)
Recommendation 1: That the MMKG program consider adding a course in Personal Sales and/or Sales Management.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	We currently offer a course in Personal Sales and Sales Management, but this may not have been apparent in the reviewer documentation. The course is titled "Strategic Professional Selling." It is an elective course. Students choose one of 4-6 elective courses offered each of three terms (three electives are taken in total).	We agree with the proposed action of continuing to offer the existing course.	ongoing	PD with ADAO through course offering submission and enrollment management processes
Action: Continue to offer a personal sales and/or sales management course in the program.					
Recommendation 2: That the MMKG program continue to invest in cross-cultural communication training for group work.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	Orientation includes about 30 minutes on this topic, but this may be insufficient. I will consult with our Orientation team to enhance robustness in this session for fall 2024. Our new Professional Development Hive 1 core (required) course includes 1.5 hours of class time dedicated to the topic of EDI in group work in fall 2024.	We thank the program director for clarifying that additional content is provided in the program through the Professional Development Hive 1 core course. We are supportive of the proposal for the PD to liaise with Student Services and International Relations to identify opportunities to strength DEDI content in Orientation.	Fall 2024 Orientation and ongoing	PD with SSIR and Course Director of Professional Development Hive 1.

		Action: Pursue further investment in cross-cultural group work skill development in Orientation, and implement new Professional Development Hives core courses fal fall 2024.			
Recommendation 3: That future reviews of the MMKG include more student involvement and information on available library resources.	Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	We are happy to make more students available to reviewers for the CPR process in future years. I would propose a single focus group with 5-6 students versus the 2 one-on-one interviews conducted this time. We can also offer an interview with the Schulich librarian to explain student access to library resources (e.g. cases).	We are supportive of the recommendation and the program response. Given the challenge of eliciting student participation in the CPR virtual site visit in 2023 across many of our programs, we would be interested in whatever additional support the Office of the Vice Provost Academic may offer to the School for coordinating the meetings as well as reviewing what approaches may be more effective in incentivizing the participation of graduate students enrolled in professional programs (i.e. among students who have a high workload and may also be working part-time or full-time jobs.)		
		Action: To be addressed in the next review			
Recommendation 4: That the School consider developing an undergraduate program in Real Estate and Infrastructure to allow for variety and quality control in teaching.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/>	We strongly agree that expanded undergraduate offerings with full time faculty involvement would allow for both control and variety, and in some cases focus/specialization, in teaching. However, a full program is likely not recommended. Adding an additional full time faculty member to our currently small group would allow us to better service both the MREI and undergraduate programs – please see response to the next reviewer	We thank the program director for his considered response and agree that adding a full undergraduate program is not feasible currently. We appreciate that Professor Clayton took the time to add further context from the reviewer’s comments related to this recommendation.		

		<p>recommendation related to hiring research active faculty.</p> <p>The current emphasis of the Real Assets Area program-wise is graduate level with the MREI (and MBA specialization). The Area does offer and support two undergraduate courses, both at the 400 level. We have had internal discussion about offering an intro or principals level course and/or a city focused (urban economics and sustainability), but resources have prevented execution.</p> <p>Both of our undergraduate classes are taught or co-taught by industry professionals, all Schulich alums. Full time faculty members would welcome the opportunity to teach an undergraduate class, especially it overlapped with a graduate course they currently teach. However, we are simply too small in number to allow this. Hence, our faculty cannot benefit from the overlap of undergraduate and graduate classes that helps limit course prep and provides more time allocation for research and other activities – a challenge for non-tenured faculty on the tenure track.</p>			
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		<p>If providing additional support through the introduction of expanded course offerings in the real estate and/or infrastructure fields is a way to help fund an additional faculty line that will support and sustain excellence in the MREI we are all for this. This is the model used at other schools including USC as indicated by the reviewer's responses related to this recommendation.</p> <p><u><i>Additional comments by reviewer Richard Green relevant here ...</i></u></p> <p>"I think it is difficult for a graduate program in real estate to survive on its own. At any point we have about 500 students studying real estate at the undergraduate level and about 50 at the graduate level. The undergraduate program allows us to have a sufficiently large faculty (currently 8 and attempting to grow to 10) to allow for variety and quality control in teaching."</p> <p>"I would also consider developing an introductory course in real estate for undergraduates as a mechanism for generating revenue for the real estate group."</p>			
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		Action: <i>State the action clearly and concisely.</i>			
<p>Recommendation 5: That the MREI Program build research resources to ensure research active faculty stay more aware of the most current conditions in real estate markets.</p> <p><i>Note: This recommendation differs from recommendation 5 in the Implementation Plan above. In the preparation of this response template by the QA Office, the reviewers original recommendation was misinterpreted and stated incorrectly (as noted by the program in its response - see column 3). The error has been corrected in the Implementation Plan above, and the recommendation and associated action there accurately reflect the reviewers' original idea.</i></p>	<p>Agree <input type="checkbox"/></p> <p>Agree if resources permit <input checked="" type="checkbox"/></p> <p>Agree in principle <input checked="" type="checkbox"/></p> <p>Do not agree <input type="checkbox"/></p>	<p>The Real Estate & Infrastructure (aka Real Assets) Area fully supports Professor Green's recommendation to build research resources. Although as discussed below the rationale is not to ensure that the research active faculty we have stay more aware of current market conditions. It is because research-focused faculty (i.e. active researchers with Ph.D. degrees) are experts on aspects of the markets that can go deeper (and different) than what practitioners are focused on – challenging assumptions and industry practices and foster innovation and big picture broader thinking both inside and outside of the box. Full time faculty are also here – a more permanent part of the program fabric to engage and interact with students and help enhance the dual dynamic of professional program delivery that evolves based on high level scholarship and knowledge of the research literature in the real estate (finance and urban economics with sustainability) and infrastructure areas.</p> <p>Professor Green's recommendation is, in my opinion, telling us to add more</p>	<p>We thank the program director for his thorough response to the recommendation. Unfortunately, the university is facing severe budgetary pressures limiting our ability to hire new faculty. While we agree that increasing the faculty complement related to the MREI program is a high priority, this will take some time. As a result, our response to this recommendation is to say we support the suggestion in principle while also noting that resources are limited.</p>	<p>Ongoing monitoring</p>	<p>PD, Dean, ADA, Provost's Office</p>

		<p>research active (i.e. tenure track) full time faculty. It is implicitly stating that we are running our programs with a very small group and as a result rely too much on industry professionals (aka what he calls “adjuncts”) teaching and by definition most of these folks are not active in research. The abridged version in the table where we respond seems to indicate that the recommendation is that we need to help existing faculty stay more aware of current market conditions. His “build research resources” is recommending we as a group need to build up and enhance our active, academic research side of what we do which by definition means change the balance of the number of (industry) adjuncts to full time, research-active faculty. Students should learn more from research active faculty on the cutting edge and potentially questioning industry practice rather than all the folks deep in the weeds of practice within the industry. The phrasing in the table where we respond, however, suggests that the recommendation is to help existing faculty stay up on the current conditions in real estate markets – this is backwards or reversed compared to what he is</p>			
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		<p>proposing in my mind. Professor Green’s full recommendation is restated here,</p> <p><i><u>As stated/written by reviewer Richard Green in the original list of recommendations ...</u></i></p> <p>“Build research resources. Research active faculty stay more aware of the most current conditions in real estate markets. Even the best adjuncts can come to rely too much on teaching how things used to be. To give one example, capital markets are much more important to real estate now than they were 35 years ago. Those doing research in real estate finance will know this and know how the market has evolved.”</p> <p>The MREI program has only been in existence since 2017. The Real Estate and Infrastructure Area has built a terrific reputation <u>domestically</u> based on a respected MBA specialization in existence since the early 1990s. This reputation has historically been derived from excellence in program delivery and an amazing effort on experiential co-curricular activities and alumni engagement on the execution and</p>			
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		<p>support of these. There is an eco-system of learning and creating a community that extends well beyond student time at Schulich.</p> <p>The one thing missing in the Area, until recently, has been academic research active faculty. This hampered the connection of the Area and Programs to other Areas at Schulich, and importantly the reputation of the MREI (and MBA specialization) globally. The gift/funding that created the Brookfield Centre in Real Estate and Infrastructure, the Timothy R. Price and additional junior faculty line set the stage for a shift in composition of the Area members to Ph.D.'s. The hiring of Professor Avis Devine in 2017 (now Associate Professor but pulled mostly into the new Sustainability Area at Schulich), current Program Director and Timothy R. Price Chair Jim Clayton in 2018 and more recently Assistant Professor Lyndsey Rolheiser in 2023 following the retirement of James McKellar has really ramped up the academic side – yet in a very applied and practical way with a focus on research that matters to both industry and society.</p>			
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		<p>It is in the early stages of paying dividends in terms of building the reputation globally and in the academic arena which is key to visibility and rankings. In the face of sweeping transformational change, the real assets sector will increasingly look to insights and new knowledge from leading real asset research hubs like the one we are building at Schulich.</p> <p>However, to continue to build this momentum and then maintain/ sustain the research productivity we need at least one more full-time faculty member, a Ph.D. who can both teach in a professional graduate program and produce high quality research with impact. This will help build the reputation of the MREI program and ensure the longevity of the program.</p> <p><u><i>Additional commentary contained in responses from reviewer Richard Green relevant here ...</i></u></p> <p>“The program is young. The only other schools in Canada I know that have serious real estate scholars are Rotman (Toronto) and Sauder (UBC). I think it is important to continue to build out the faculty, particularly since Devine is</p>			
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		<p>stepping away from Real Estate and Infrastructure. Rolheiser is promising but would benefit from mentoring.</p> <p>While the program is admirable overall, my response to this bullet point will be about one of its shortcomings—its imbalance between full-time faculty and contract faculty. While the full-time faculty—Professors Clayton, Devine, and Rolheiser— have good reputations, there are only three of them, and my understanding is that one of them, Devine, is in the Sustainability area rather than the real estate area. Operating a masters program with three dedicated faculty members is difficult enough—two seems insufficient.”</p>				
		<p>Action: Provide one more full time, tenure-track faculty line to the Real Assets Area at Schulich. It could possibly be joint with the Finance or Sustainability Areas. It is important to note that this line is not only for the MREI program being reviewed here. The Real Assets area also services the MBA program and offers two undergraduate classes and supports case competitions and other activities for both of these. The faculty line would enhance the ability to service both and especially expanded undergraduate focus with both teaching existing courses and expanding course offerings.</p>				
Recommendation 6:	Agree <input type="checkbox"/>	N/A	N/A			

<p>That future reviews of the MREI include more student involvement and information on available library resources.</p>	<p>Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>Action: <i>To be addressed in the next review.</i></p>		
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PROGRAM'S ADDITIONAL COMMENTS:

None.

DEAN'S ADDITIONAL COMMENTS:

We thank the reviewers, program directors, and the Office of the Vice Provost Academic for their input into the review.

YORK UNIVERSITY

Final Assessment Report

Gender & Women's Studies Program (UG)
Sexuality Studies Program (UG)
Gender and Women's Studies Certificate
Sexuality Studies Certificate
Gender, Feminist & Women's Studies MA & PhD
Programs

Faculty of Liberal Arts and Professional Studies (LA&PS)
& Glendon Campus

Cyclical Program Review – 2015 to 2021

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

Gender & Women's Studies Program (UG)
Sexuality Studies Program (UG)
Gender and Women's Studies Certificate
Sexuality Studies Certificate
Gender, Feminist & Women's Studies MA & PhD Programs

Faculty of Liberal Arts and Professional Studies (LA&PS) & Glendon Campus

Reviewers appointed by the Vice-Provost Academic:

External Reviewers:

1. Dr. Suzanne Lenon, Associate Professor, Department of Women & Gender Studies, Faculty of Science, University of Lethbridge, Lethbridge, Alberta, Canada
2. Dr. Philomina Okeke-Ihejirika, Full Professor, Department of Women and Gender Studies, University of Alberta, Edmonton, Alberta, Canada

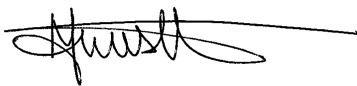
Internal Reviewer:

1. Dr. Carmela Murdocca, Professor, Department of Sociology, Faculty of Liberal Arts and Professional Studies, York University

Cyclical Program Review Key Milestones:

- Cyclical Program Review launch: September 15, 2021
- Self-study submitted to Vice-Provost Academic: September 19-20, 2022
- Date of the Site Visit: December 5 and 6, 2022
- Review Report received: January 12, 2023
- Program's Response received: May 9, 2023
- Principal's Response received: February 27, 2024
- Dean's Response received: August 12, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, November 2024



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: December 5 and 6, 2022

The virtual site visit was organized around a set of interviews with multiple internal faculty stakeholder groups that included the following individuals:

- Vice-Provost Academic, Lyndon Martin
- Dean and Associate Vice-President Graduate Studies, Thomas Loebel
- Liberal Arts and Professional Studies: Dean, J.J. McMurtry; Associate Dean Teaching and Learning, Anita Lam; Associate Dean Research and Graduate Studies, Ravi Da Costa
- Glendon Campus: Principal, Marco Fiola; Associate Principals Audrey Pyée and Swann Paradis
- Chair (LA&PS), Frances Latchford; Undergraduate Program Director, Eva Karpinski; Graduate Program Director, Chloë Brushwood Rose; Glendon Coordinator, Cynthia Wright; Sexuality Studies Coordinator, Nick Mulé; Bridging Programs (for Women; SXST) Bridging Coordinator, Andrea O'Reilly.

Reviewers met with a group of full-time faculty from LA&PS and those involved with the graduate program, as well as a group of full-time faculty members at Glendon. In addition, there was a meeting with part-time instructors and teaching assistants.

The reviewers met with librarians from the Scott Library, the Frost Library at Glendon and the Nellie Langford Rowell Library. Administrative staff from both LA&PS and Glendon had an opportunity to meet with the reviewers, as did a group of master's level students, a group of PhD students and a group of undergraduate students from LA&PS and Glendon.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due June 2026, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTIONS

The School of Gender, Sexuality and Women's Studies (SGSWS) is an interdisciplinary, pan-faculty administrative unit. The unit's formation as a School reflects the history of feminist scholarship, women's studies, gender studies, and sexuality studies at York University.

The first courses in Women's Studies were offered on both campuses within the first decade of York's founding in 1959. The first graduate students were admitted to the program in 1992. The Sexuality Studies program was established in 2004 and in 2011 the Women's Studies undergraduate program was renamed Gender and Women's Studies.

Students at the Glendon campus can pursue a major in Gender and Women's Studies/Études des femmes et de genre and in Sexuality Studies/Études sur la sexualité. In the Faculty of Liberal Arts and Professional Studies, students can major in Gender and Women's or Studies or Sexuality Studies. Two certificates are also offered: Gender and Women's Studies and the Cross-Disciplinary Certificate Sexuality Studies. In addition, LA&PS offers two bridging courses to support students wishing to gain admission to the university at the undergraduate level: the Women's Bridging program and more recently, a Sexuality Studies based course.

Students are exposed to recent and innovative research via the School's collaboration with the Centre for Feminist Research and the co-sponsoring of numerous talks each year via the GFWS, GWST, and SXST Programs. The School also hosts an annual lecture of a leading feminist researcher that brings much insight and thought-provoking perspectives to the student body.

RECOMMENDATIONS AND RESPONSES

In their report, the reviewers acknowledge "the ongoing efforts of the School in the past several years to respond to both the Self-Study recommendations as well as emerging concerns, punctuated by the challenges of the current pandemic era and fiscal restraints."

The reviewers also note in their report "that some of the questions raised about curriculum are outside our jurisdiction as reviewers, the deliberation of which we must leave to the relevant parties at York. These undertakings, we advise, should not be left to the School as the sole agent of change but should form part of a broader effort by the Faculty of LA&PS and its relevant units to seize what we see as a moment of opportunity to give input and sustained support towards stabilizing the School for a new era."

Gender & Women's Studies and Sexuality Studies Undergraduate Programs

The reviewers recommend the undergraduate programs associated with SGSWS continue the work of curricular revitalization and program delivery:

Recommendation 1

The School is encouraged to continue collegial conversations about enhancing online and hybrid learning as a way to strengthen program accessibility.

Program Response:

In the post-pandemic context, the School welcomes this recommendation as it potentially provides an opportunity to broaden the accessibility of its undergraduate programs, which can have a meaningful impact on recruitment and retention. Prior to a planned Curriculum Retreat, the School will meet with offices/personnel in the Dean's Office (e.g., Associate Deans of Programs and Teaching & Learning and the Teaching Commons) to develop a targeted plan for the retreat.

Dean's Response:

The Dean agrees with the external reviewers' recommendation and sees the value of providing more online and hybrid learning to increase access to the School's programming. At the same time, the Dean's Office generally advises existing programs not to exceed 15% of online course offerings. This is for a variety of reasons, including the need to adhere to external quality assurance parameters regarding changes to the mode of delivery in existing programs, as well as student expectations for in-person delivery (the latter of which may have particular implications for international students with study visas).

Recommendation 2

The previous review recommended developing a joint GWST and SXST practicum course; the reviewers recommend exploring this further.

Program Response:

The School recognizes that such a component will be highly valuable to our upper-level students in terms of experiential learning and post-graduation employability (with meaningful implications for recruitment and retention). However, the development of such a course is dependent on resources for ongoing development, support and management of students in their practicum assignments.

Dean's Response:

The Dean's Office supports this recommendation by the external reviewers and encourages colleagues to draw on existing resources at the Faculty level to provide upper level GWST and SXST students with a practicum experience. One way to do so is to consider creating a 4000-level work placement course, as many other LA&PS units (e.g., Sociology, Equity Studies) have done.

Recommendation 3

The reviewers recommend the School continue to explore avenues for greater experiential learning and skills that could be oriented towards human rights work, community work, non-profit work, and so forth.

Program Response:

Since the last CPR (2015), the School has made a sustained effort to integrate experiential learning across its undergraduate curriculum (see current Self-Study Report). The School is committed to enhancing this aspect of the undergraduate learning experience and will continue to discuss current and identify new plans.

Dean's Response:

The Dean's Office supports the School's commitment to enhance the student learning experience for GWST and SXST majors through experiential education (EE) opportunities. Resources for instructors can be found within the Faculty of Liberal Arts and Professional Studies, as well as the university-wide Project Commons, "a lending library of real-world projects, linked with a wide variety of partners, ready to activate any classroom at York".

In addition, a more intensive way for GWST and SXST majors to engage in experiential education is via the Faculty's new co-op initiative, launching in fall 2024 for all programs in LA&PS. Through this initiative, students in the School of Gender, Sexuality & Women's Studies will have the option to add between 4 to 20 months of paid work placements to their degree.

Recommendation 4

The undergraduate curriculum is generally responsive to current trends in feminist scholarship. The undergraduate student survey specifically revealed a desire for better incorporation of Indigenous issues into the curriculum. Similar to the recommendation for the graduate program, the reviewers recommend that the School address concerns about the whiteness of the undergraduate curriculum.

Program Response:

The School has made significant strides toward addressing this recommendation through the development of a broader range of undergraduate course offerings and the diversification of its faculty complement. The School also continues to invite new course proposals and to encourage the integration of course materials by all faculty in their courses that participate in Indigenizing and challenging white supremacy in the curriculum in line with the School's fundamental commitment to intersectional pedagogies.

Dean's Response:

The Dean's Office supports the School in its efforts to decolonize and diversify, noting that this is a challenge that is not unique to Gender & Women's Studies colleagues; across the university, scholars across many disciplines and interdisciplines are grappling with questions of representation and inclusion in spaces that have traditionally been overwhelmingly white, anti-Black, colonial, and patriarchal. LA&PS is committed to

the ongoing work of diversifying our faculty complement while working within the very real budgetary constraints imposed on us by the current financial situation.

As the Program's response notes, it is important to guard against the generalized tendency to assume that the work of diversifying curriculum falls exclusively to new hires. The Indigenous Council and the Teaching Commons offer guidelines for non-Indigenous scholars on how to begin the difficult work of challenging colonial structures, practices, and policies, and Indigenizing curriculum. In a similar vein, LA&PS has committed to [addressing anti-Black racism](#) through a number of initiatives, including the LA&PS Black Scholar Research Fund and the [Anti-Black Racism Initiatives Fund](#).

Graduate Program in Gender Feminist and Women's Studies

The Reviewers recommend the programs associated with SGSWS continue the work of curricular revitalization to reflect contemporary debates in the field.

Recommendation 5

The reviewers encourage continued collegial conversations concerning the possible introduction of a PhD Seminar or Proposal Seminar as a way to build and sustain a cohort community, to enhance the doctoral student experience and mentorship opportunities, and to support students in meeting graduate program milestones in a timely manner.

Program Response:

The Program already includes two required core courses in the PhD program which guide doctoral students through the first year, introducing them to advanced feminist theory and research methods, and orienting them professionally to the field. As an interdisciplinary program, the School is reluctant to introduce an additional required course, which would limit the number of electives doctoral students can take and the learning of advanced knowledge in their particular fields. However, the graduate program has already begun to strengthen and streamline the Program in several areas, including improving the way student progress is tracked, improving and digitizing student progress reports, and clarifying comprehensive examination processes and procedures. In addition to this work already underway, the Program will be addressing faculty mentorship and supervision as part of our admissions process, ensuring that incoming students will be well-supported by faculty and assigning faculty advisors earlier.

Dean's Response:

The Dean's Office concurs with the Program that an additional required PhD core course would have negative effects that outweigh its possible value. The office also agrees that adequate supports are needed to ensure students' timely progress and completion. The Dean's Office acknowledges important supports provided by the School and notes that LA&PS has recently established a mandate that New College

provide support for graduates' co-curricular and professional development. Similarly, the Faculty of Graduate Studies has expanded its supports in these areas considerably, including a comprehensive set of supports for supervisors and mentoring. The Program's commitment to more explicit consideration of supervision and mentoring needs during the admissions process is especially welcome.

Recommendation 6

The reviewers suggest integrating preparations for writing an MA thesis or a major research paper as part of an existing methodology or seminar course as delays in progress are often caused by students' inability to articulate the core elements of research question(s), rationale, objectives, originality, etc. in a manner that captures their main interest.

Program Response:

Preparations for writing the MA thesis and major research paper are already integrated into a required MA course – GFWS 6007: Feminist Research Colloquium. The course has generally been focused on the writing of the MRP or thesis proposal, which is often the culminating assignment. The Program Curriculum committee will revisit the course description for this course to ensure that this purpose is clear.

Dean's Response:

The Program has clarified that the recommended preparative skills for MA students are already provided in GFWS 6007 and will review the course description and materials to ensure this is communicated clearly to students.

Recommendation 7

The reviewers recommend the School take an inventory of and identify available opportunities to gain professional skills within the University (e.g., Graduate Studies workshops and information sessions, career promotion/development workshops in relevant units, and connections with alumni that may be willing to provide mentoring).

Program Response:

During 2022-23, the Program prioritized professional development for graduate students by offering several workshops, including Demystifying SSHRC Doctoral Fellowships, Orientation for New (and Returning) TAs, and Orientation to Library Services and Research, as well as publicizing many of the workshops offered by the Faculty of Graduate Studies (FGS) to graduate students across the university. In addition, students can access the Graduate and Postdoctoral Professional Skills website (<https://www.yorku.ca/gradstudies/gpps/>), which offers numerous professional development workshops and resources, as well as access to a professional skills coordinator. Other resources for networking and Professionalizing your Degree can also be found on the FGS website (<https://www.yorku.ca/gradstudies/students/current->

[students/professionalizing-your-degree/](#)). The Program agrees with the reviewers that identifying available opportunities for students is important on-going work.

Dean's Response:

As the Program observes here, and is noted above in response to Recommendation 1, there are now many sources of support for graduate professional development, and these continue to be improved and expanded. However, the reviewers' advice to undertake a review of everything that is available is astute. It is important that these supports are communicated in a timely fashion and made accessible to students.

Recommendation 8

The reviewers consider the graduate curriculum responsive to current trends in feminist scholarship that focus on Indigenous feminisms and Black feminisms and recommend the graduate program address the concerns about the whiteness of the graduate curriculum raised by graduate students during our visit.

Program Response:

The Program strongly agrees with the reviewers that this continues to be an ongoing and critically important area of our work as a graduate program. In line with York's Framework and Action Plan on Black Inclusion (<https://www.yorku.ca/abr/>), the Program takes very seriously the objective to "ensure that Black scholarship is represented in the curriculum, research, information sources and collections in all disciplines." In addition, we are committed to the principles outlined in York's Indigenous framework (<https://indigenous.yorku.ca/framework/>), and specifically the call to "expand indigenous programming and curricular offerings which explore indigenous life, cultures, and traditions." Diversifying the curriculum is inherently connected to the possibility for Black and Indigenous students, faculty and staff to thrive in the Program. The School of Gender, Sexuality, and Women's Studies is actively working to diversify its faculty complement, which will have a significant impact on the Program and its course offerings, as well as expanding the cross-listing of courses that address issues of race, racism and colonization and reviewing existing courses to see how they might be more inclusive and responsive

Dean's Response:

The reviewers recognize the Program's awareness of these concerns, and the Faculty supports the School in its efforts to decolonize and diversify. This is not a challenge unique to Gender & Women's Studies colleagues; across the university, scholars across many disciplines and interdisciplinary programs are grappling with questions of representation and inclusion in spaces that have traditionally been overwhelming white, anti-Black, colonial, and patriarchal. LA&PS is committed to the ongoing work of diversifying the faculty complement while working within the very real budgetary constraints imposed on us by the current financial situation.

It is important to guard against the generalized tendency to assume that the work of diversifying curriculum falls exclusively to new hires. Both Indigenous Council and the Teaching Commons offer guidelines for non-Indigenous scholars on how to begin the difficult work of challenging colonial structures, practices, and policies, and Indigenizing curriculum. In a similar vein, LA&PS has committed to [addressing anti-Black racism](#) through a number of initiatives, including the LA&PS Black Scholar Research Fund and the [Anti-Black Racism Initiatives Fund](#).

The Program also notes the importance of cross-listed courses. In the areas foregrounded by reviewers, there are numerous courses already offered by programs like Social and Political Thought, Humanities and others in LA&PS. In the current budget context, it is now essential to have a more integrated approach to graduate course planning, ensuring courses in these critical areas are always available to students through cross-listing and program collaboration.

Recommendation 9

The reviewers recommend the School explore possibilities, through student-centered dialogues for example, to better align faculty areas of expertise with students' scholarly interests in a manner that integrates mentoring and, when possible, hands-on experience to research methodologies, community engagement, and knowledge mobilization.

Program Response:

The Program will aim to address the availability of supervisors and mentorship for students, as well as distribution of supervision workload by beginning to address faculty mentorship and supervision as part of the admissions process, ensuring that incoming students will be well-supported by faculty and assigning faculty advisors earlier. Supervision and mentorship will also be a key item for discussion at our next faculty retreat. All GFWS students are associates of the Centre for Feminist Research, as are most GFWS faculty, and we will actively encourage our students to engage in one of CFR's many research clusters, which will provide them access to funded faculty research projects and as well as opportunities for co-publication and research activities and outputs.

Dean's Response:

The reviewers' advice aligns closely with LA&PS' existing priorities, and increasingly of FGS as well. LA&PS introduced an "alternative" doctoral funding model several years ago, which connects students with a faculty RA supervisor at the point of admission, to work on the faculty member's funded research projects in a model co-funded by the Faculty and the researcher. Given the current budget challenges, the setting of graduate admissions targets in LA&PS will depend to some extent on the principles underlying that alternative approach.

The Program's commitment to address supervision capacity and faculty interests during the admissions and recruitment process is therefore timely and welcome.

Recommendation 10

The reviewers recommend that the School and the Faculty of LA&PS discuss ways to expand the School's ability to attract high-quality graduate students. Recruitment and graduate funding packages are pivotal for both program quality and sustainability. Planning for these challenges, we argue, should not be left solely to the School given the outlay of resources that would be needed.

Program Response:

During graduate admissions season, the Program is in constant dialogue with the Faculty of LA&PS regarding how funding packages offered to students can be made as generous as possible. For 2024, the Program had no trouble recruiting its top ranked Domestic applicants. LA&PS provides Graduate Program Directors with a significant amount of funding in the form of discretionary York University awards, including an Entrance Award for Black and Indigenous Students, that can be used to recruit top applicants. As a Program that consistently receives a very strong pool of international applicants for both our MA and PhD programs, the Program will continue to advocate to LA&PS for the ability to admit as many international applicants as possible and for funding packages for international students to be as generous as possible.

Dean's Response:

As the Program observes, the dialogue suggested by the reviewers has long been in place. LA&PS increased its total international graduate admissions over the last 5 years, in line with the Faculty's internationalization priorities, in recognition of what overseas students bring to York's classrooms, program cohorts and community. GFWS regularly attracts some of the university's most exceptional and accomplished international students.

The standard model for graduate funding in regulated programs in LA&PS – where all funds come from the Faculty – is unlikely to sustain existing levels of admissions. It is essential to identify alternative sources of funds to ensure GFWS and all our programs remain vibrant and appealing to the best students in Canada, and especially for those in the rest of the world.

It is important to continue supporting faculty members to secure external funding from diverse sources, and to ensure that more of the now considerable *internal* funding available to faculty members better aligns with this goal. It is also important to recognize and support the work of GFWS (like other programs), in ensuring students apply to and are successful in external scholarship competitions, including during the recruitment process. The value and number of federal graduate scholarships have also recently been increased considerably and students can take advantage of that.

Recommendations Towards a Broader Strategy

The review committee believes the programs housed in SGSWS represent unique and valuable areas of research and pedagogy and should be supported and promoted in every possible way by the Faculty and University.

Recommendation 11

The reviewers recommend immediate and long-term improvements in communication and marketing of the programs in SGSWS using available University resources in efforts to raise the profile of these programs and assist with new communication strategies.

Program Response:

The School agrees with this recommendation, with the proviso that communication and marketing strategies be tailored to the kinds of high school students who are most likely to be attracted to SGSWS programs. This may include targeting students from urban-centered high schools with high LGBT populations, students in the Triangle Program, alternative schools and arts-focused schools. The School will continue to explore the possibilities of using social media as part of its communication and marketing plan.

Dean's Response:

The Dean's Office recognizes the value of the knowledge and experience of SGSWS faculty, students, and alumni in attracting applicants to the Program. The Director and program leads are encouraged to work with the LA&PS Director of Strategic Communications and the Associate Director of Recruitment to explore initiatives that would highlight and promote the School's unique messaging and offerings. LA&PS staff with expertise in communications and recruitment can contribute their knowledge of the current marketing climate in the postsecondary sector to support SGSWS colleagues accordingly, including building up a social media presence.

Recommendation 12

The reviewers recommend exploring ways to enhance LA&PS resources dedicated to both the SXST and Glendon Coordinators as this is pivotal to the viability and sustainability of both undergraduate programs.

Program Response:

The School strongly agrees with this recommendation and looks forward to further discussions with the LA&PS administration to come up with creative solutions to this problem.

Dean's Response:

The Dean's Office recognizes that the current situation of low and under-enrolled programs in the School of Gender, Sexuality & Women's Studies and the need to adjust resources accordingly is of paramount concern to colleagues in the School. The Dean's Office is committed to remaining in conversation to explore ways to continue to offer the courses and programs that students need in a way that upholds key strategic enrolment management principles.

Principal's Response:

The School has the same resources it has had for the past few years, in spite of a drastic decline in enrolment. Glendon is committed to maintaining the same support and resources in place if the Coordinator at Glendon works with the School to renew its programming, in order to increase enrolment in the majors and ensure the programs' sustainability.

Recommendation 13

Given forthcoming retirements, the reviewers recommend the LA&PS Dean's Office formally approve two new hires in the requested areas of Gender and Islamophobia and Indigenous Gender Diversity and Sexuality Studies, as such hires directly impact the quality and sustainability of the School's programs.

Program Response:

Since the visit of the CPR reviewers, the School notes that it is in the final stages of a search for an Assistant Professor (tenure-track) in Gender and Islamophobia and anticipates that it will be successful. Regarding a tenure-track position in Indigenous Gender Diversity and Sexuality Studies, the School hopes to renew and broaden the title of the position (for a new search) to attract a larger pool of candidates. The anticipated hire and those proposed in the complement plan will also help the School to better decolonize and address the whiteness of the curriculum for students in all of its programs.

Dean's Response:

We appreciate the reviewers' recommendation regarding hiring priorities. While we are committed to diversifying our faculty complement, we note that all hirings are subject to Provostial approval.

Recommendation 14

The Reviewers recommend the suspension of admissions to the School's two undergraduate programs offered at Glendon College be lifted immediately to enable recruitment and registration for Fall 2023.

Program Response:

The School strongly agrees with this recommendation and urges the York University administration to lift the suspension of admissions at Glendon College.

Principal's Response:

The Glendon Principal disagrees with this recommendation. The reasons for which admissions were suspended remain; no progress has been made by the School to work on an improved program that could have better chances to attract new students. The Glendon administration would be excited to receive any such proposal. If the School doesn't wish to work on the major, perhaps closing the program to keep minors and courses would be an option. It would be very unfortunate, however, to come to that conclusion.

Recommendation 15

Similar to the previous reviewers' recommendations, an audit of all non-School faculty appointed to the SXST program and the Graduate Program in Gender, Feminist and Women's Studies should be undertaken to gauge their past and ongoing investment in the program and the extent to which they are willing to contribute to the building of the program in the areas of teaching and service.

Program Response:

The School strongly agrees with this recommendation and is planning to address this at the Faculty Retreat. Annually, faculty affiliated with all programs are asked to confirm their continued interest in serving the School's programs. Nevertheless, the School will conduct a much deeper audit as it relates to the teaching, service and graduate supervision records of affiliates on a regular and committed basis.

Dean's Response:

The Dean's Office supports this recommendation and welcome the data that an audit would provide.

Recommendation 16

The reviewers recommend a dialogue with relevant units in LA&PS with a view to identifying possible areas for collaboration in the development of professional skills, for example through the GWST and SXST certificate programs. Career relevance has become a growing concern, and both undergraduate and graduate students identified this concern. Such collaborations should be mutually beneficial; as a national leader in intersectional feminist scholarship and praxis (elements that increasingly underscore public policy and the pursuit of social justice in virtually every walk of life), the School would bring a highly pertinent contribution to these collaborations.

Program Response:

The School's Executive has already started these discussions. The School is interested in leveraging its affiliation with the *Canadian Women's Studies* journal to create skills in publishing and editing for graduate students. In addition, the School is already creating opportunities through the Nellie Langford Rowell Library for Work/Study students. There is also interest in creating opportunities for students through organizations that rely on intersectional feminist analysis. A practicum or internship program through the School would need to be properly supported.

Dean's Response:

This recommendation is covered in Recommendation 2 (regarding establishing a practicum or work placement course) and Recommendation 3 (launching co-op) from the undergraduate portion of this report.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2024.

	Recommendation	Action	Responsible for Follow-up	Timeline
1	That the School continue discussion about enhancing online and hybrid learning as a way to strengthen program accessibility.	Continue discussions regarding online and hybrid learning.	Director School of Gender, Sexuality and Women's Studies (SGSWS) Associate Dean Programs (LA&PS) Associate Dean Teaching and Learning (LA&PS) Associate Director, Faculty Curriculum (LA&PS)	Fall/Winter 2024/25 and then ongoing
2	That a joint GWST and SXST practicum course be developed.	Director and UPD of SGSWS to meet with relevant staff to discuss the development of a 4000-level work placement course.	Director, UPD, Associate Dean, Teaching and Learning	Fall/Winter 2024/25 and then ongoing
3	That the School continue to explore opportunities for experiential learning.	Director and UPD of SGSWS to meet with relevant staff to discuss the new co-op options and experiential education opportunities more generally.	Director, UPD, Associate Dean, Teaching and Learning	Fall/Winter 2024/25 and then ongoing
4	That the School explore ways to ensure the undergraduate curriculum is diverse and inclusive, including for example, Indigenous issues.	The School will meet with university and LA&PS Special Advisors to discuss curriculum and student support in the areas of Indigenous Issues and Black Inclusion.	Director, School of Gender, Sexuality & Women's Studies	Fall/Winter 2024/25 and then ongoing

5	That SGSWS continue to enhance the doctoral student experience and mentorship opportunities.	Graduate Program Director to meet with Head of New College and with Associate Dean Graduate to discuss supports available to students and ways to improve admission planning.	GPD, Gender Feminist and Women's Studies	Fall/Winter 2024/25 and then ongoing
6	That the program integrate preparations for writing an MA thesis or MRP into a course.	Preparations are already integrated into required courses and the program will revisit the course description to ensure the purpose is clear.	GPD, Gender Feminist and Women's Studies	Summer/Fall 2024
7	That an inventory of opportunities to gain professional skills within the university be undertaken.	The program should review options available to students and ensure these supports are communicated and made accessible to students.	GPD Gender, Feminist and Women's Studies, in collaboration with Head of New College and FGS Associate Dean(s)	Fall/Winter 2024/25
8	That the graduate program continue efforts to ensure an inclusive and diverse curriculum.	The program should continue efforts to diversify the faculty complement and ensure a broad range of courses focusing on racism and colonization. Support for the program is available through the LA&PS Special Advisor on Indigenous Issues, the Special LA&PS Advisor on Black Inclusion. The LA&PS Associate Dean Graduate can facilitate discussions with all GPDS at York for more effective collaboration on curriculum.	GPD, Gender Feminist and Women's Studies Associate Dean Graduate, LA&PS	Fall/Winter 2024/25 and then ongoing
9	That the program explore ways to ensure the alignment of faculty and	The program should continue to enhance the admissions process to address supervision capacity	GPD, Gender Feminist and Women's Studies	Fall/Winter 2024/25 for implementation in

	student interests.	and faculty/student interests.	Associate Dean Graduate, LA&PS	next possible admission cycle.
10	That the School and LA&PS find ways to expand the ability to attract high quality graduate students.	The School and LA&PS should continue to support high quality applicants as much as possible and continue to encourage students to apply for external scholarships. Discussions between the program and the Associate Dean Graduate about the process of setting targets should continue.	GPD, Gender Feminist and Women's Studies Associate Dean Graduate, LA&PS	Fall/Winter 2024/25 for implementation in next possible admission cycle.
11	That the programs in SGSWS be supported and promoted by LA&PS and the University.	The School's Director and program leads should work with the LA&PS Director of Strategic Communications and the Associate Director of Recruitment to support work to promote the School's unique programs and the School's efforts to increase its social media presence.	Director, School of Gender, Sexuality & Women's Studies LA&PS Director of Strategic Communications LA&PS Associate Director of Recruitment	Fall/Winter 2024/25 and then ongoing
12	That an exploration of how to ensure the sustainability of undergraduate programs at both LA&PS and Glendon be undertaken.	The program coordinators and Directors from both campuses to meet with representatives from the LA&PS Dean's Office and the Glendon Principal to discuss program renewal and revitalization.	Associate Dean Programs LA&PS Associate Principal Academic Glendon	Fall/Winter 2024/25 and then ongoing
13	That new hires be approved for the School.	The School to work with the Associate Dean Faculty Affairs to continue work to diversity faculty complement. Hires are subject to approval of the provost.	Dean Associate Dean, Faculty Affairs, LA&PS	Ongoing

14	That the suspension of admission to Glendon's two undergraduate programs be lifted.	The School to work with the Principal's Office on revitalization of the curriculum.	Director, School of Gender, Sexuality & Women's Studies Associate Principal Academic (Glendon)	Fall 2024 to begin process of program changes. Potential for students in Fall 2026 admit cycle.
15	That an audit of the interest of affiliated faculty members be undertaken.	The School to confirm continued interest of affiliated faculty members as it relates to teaching, service and graduate supervision on a regular and ongoing basis.	Director, School of Gender, Sexuality & Women's Studies	Finalize audit and analysis of results for Winter 2025.
16	That the School explore areas for collaboration with relevant units in LA&PS for the development of professional skills.	See Recommendation 2 and 3 regarding internships and coop. Discussions with relevant units about highlighting the value for GWST and SXST certificate programs should continue.	Director, School of Gender, Sexuality and Women's Studies	Ongoing

The Senate of York University – Minutes

Meeting: Thursday, 23 January 2025, 2:30 pm

Via Zoom

L. Sergio (Chair)	M. Ebrahimi	M. Macaulay	S. Rehaag
P. Burke Wood (Vice-Chair)	J. Ehiagwina	A. MacLachlan	T. Rimmel
C. Underhill (Ag Secretary)	C. Ehrlich	J. Magee	P. Safai
G. Abdel-Shehid	J. Elwick	V. Mago	C. Sandilands
G. Alboiu	O. Eyawo	H. Mahon	V. Saridakis
O. Alexandrakis	T. Farrow	C. Mallette	R. Savage
M. Annette	M. Fiola	A. Mapp	R. Shao
C. Ardern	S. Gajic-Brueya	A. Maxwell	D. Sinclair
M. H. Armour	M. Giudice	G. McGillivray	B. Spotton Visano
E. Armstrong	J. Goodyer	A. McKenzie	C. Steele
A. Asif	a. Gorgani	J.J. McMurtry	J. Sutherland
G. Audette	K. Gray	K. McPherson	C. Swenson
P. Aulakh	R. Green	B. Meisner	A-M. Tarc
M. Baljko	J. Hafner	M. Mekouar	K. Tasa
M. Balyasnikova	M. Hamadeh	R. Metcalfe	A. Taves
L. Bay-Cheng	E. Hamm	M. Morrow	K. Taylor
S. Bay-Cheng	A. Harvey	Y. Munro	J. Thienpont
S. Bell	M. Haslam	N. Murugarajan	G. Turlakis
M. Biehl	M. Herbert	R. Mykitiuk	J. Trevett
K. Bird	W.M. Ho	R. Nasrazadani	P. Tsaparis
M-H. Budworth	A. Horkova	L. Nguyen	P. Tsisis
S. Bury	Y. Hwang	R. Ophir	A. Valeo
M. Cado	A. Kalmin	M. Ott	J. van Wijngaarden
B. Choudhury	K. Kanagaretnam	A. Ouedraogo	E. van Rensburg
E. Clements	S. Karimi	D. Palermo	G. Vanstone
J. Clodman	R. Kenedy	S. Paradis	R. Vivès
N. Couto	T. Kirchner	P. Park	R. Wang
A. Czekanski	N. Kishinchandani	S. Peacock	A. Weaver
C. DaSilva	T. Kubiseski	A. Pechawis	R. Wellen
S. Datta	M. Lambert-Drache	E. Perkins	B. Weobong
A. Dawson	F. Latchford	D. Peters	R. Whiston
S. Day	S. Lazarev	D. Pilon	M. Winfield
S. Desai	R. Lee	S. Pisana	D. Zwick
T. DiDomenico	R. Lenton	M. Poirier	
M. Di Paolantonio	D. Lia	E. H. Prince	
J. Eastwood	M. Longford	M. Ramaj	

1. Chair's Remarks

The Chair welcomed Senators to the 713th meeting of Senate, with Cheryl Underhill as Acting Secretary of Senate.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Communication to Academic Colleagues to Council of Ontario Universities

A communication from the Council of Ontario Universities (COU) was received from the Academic Colleague to COU. Noting the recent COU discussions, Senator Armour highlighted the need to communicate broadly within the province the importance of properly funding universities to address growing public questions about the broad value of government resources for post-secondary education, particularly in the current financial landscape where inflation is widely affecting peoples' personal finances. It is a challenge to effectively frame the message, but it is a critically important one that universities collectively have to give careful thought to to help foster understanding of the societal value and necessity of post-secondary education.

4. President's Items

The President briefed Senators about the continuing significant impact the cap on international student enrolments is having on post-secondary education institutions and the focused advocacy efforts being taken in Ontario to try to influence remediating actions by the government. That the federal government has stayed firm on its cap for FW 2025-2026 - and has now included within it graduate students and in-country VISA students - the flow-through effects of this policy on enrolments has necessitated a reassessment of our enrolment strategy to consider what is a viable international enrolment plan and how to mitigate further risk to enrolment recovery. That work is in progress now.

Also reported was that the University's federal pre-budget submission included positions on:

- investing in sustainable and capital infrastructure
- revising eligibility criteria making universities eligible to apply for green infrastructure project funding
- creating a unified national strategy for international education
- studying baseline funding for research security, better harmonization, and reciprocity of research security policies expanding financial support for commercialization programs and student work placements
- creating a pan-Canadian knowledge mobilization program

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Similarly, at the provincial level, the administration has been advocating both on behalf of York individually, but also through the Council of Ontario Universities, on a request for the government to fully implement the Blue Ribbon panel recommendations to: increase base funding for universities; increase the domestic enrolment corridor in areas with high labor market demand; enhance investments in deferred maintenance funding; include existing student housing infrastructure; increase funding for research and innovation; and to ensure that federal research funding opportunities are matched with the provincial investment requirements.

The impact of the recent external policy decisions has been a decline in enrolment across the University as a whole, which has created gaps between our expenditure and revenue structure. The *Forward Action Plan* and its collection of defined projects is focused on developing measures to balance the operating budget, prioritize opportunities for growth (including new programming and in research) and support enrolment recovery all towards the overarching goal of continuing to advance our academic plans. Draft recommendations from the projects are expected this term, with implementation commencing this spring on some plans and others beginning in the Fall and over the longer term. It is critical for the University to maximize the opportunities it has to mitigate the immediate impact of declining enrolment and revenue.

In support of these plans, highlighted was the decision that Faculties will retain 70% of SHARP revenue, and shared services units to receive 30%, to help Faculties' mitigate the impact of declining enrolments and stimulate streamlining actions in the shared services units over the next three years, beginning with reduced budgeted expenditures of 10% in 2025-2026 for the latter. Importantly, these decisions will afford Faculties time to focus on enrolment recovery and to align revenue with expenditures, all towards continuing to advance our vision.

In response to a question about the duplication of course offerings between the Keele and Markham campuses, emphasized was the principle adopted for program delivery at Markham that students be able to complete their degree requirements on that campus. In some cases the same courses will be offered to meet that requirement. However, efforts to minimize overlap in curriculum is being made to respect the principle of no competition among programs and campuses.

5. Executive Committee

a. Amendments to the Rules of Senate

Senate Executive gave notice of its intention to recommend an amendment of the *Rules of Senate* to change the statutory meeting time of Senate.

There was no discussion of the motion. Statutory approval of the change will be sought at the February meeting of Senate.

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b. Information Items

Senate Executive reported on the following item:

- its response to a request for a new vote on a previously approved motion
- approval of a change to the Faculty Council Rules and Procedures of the Faculty of Environmental and Urban Change introducing revisions to the terms of reference and the composition of its standing Committee on Research.
- continuing plans on the development of a new *APPRC Advisory Sub-committee on Academic Resource Allocations*
- status of the exercise to review the joint Board-Senate *Principles Governing a Presidential Search*
- remaining vacancies to be filled on Senate committees

On the matter of the planned review of the *Principles Governing a Presidential Search* it was requested that Senate be provided an opportunity to express opinions on key matters to be considered in the exercise, and that the process review other universities' procedures for comparative purposes. Senate was reminded that information on the preparation for the joint Board-Senate Working Group was brought to Senate at both its October and November meetings this past autumn, which included the results of the comprehensive Senate consultation exercise on the *Principles* conducted in December 2019- January 2020. An invitation for further input on the review exercise was extended at that time, and was also reiterated at this meeting. The suggestion to consult other universities' procedures was received.

6. Academic Policy, Planning and Research Committee

a. Proposal to Approve in Principle the Establishment of a School of Medicine within the Faculty of Health

For this item of business the Executive Committee extended an invitation to a non-senator to attend the meeting, Professor Lisa Farley, as Chair of the APPRC Ad hoc Oversight Group for the School of Medicine to participate in the discussion of the motion.

As Chair of APPRC, Senator Herbert noted in a preamble statement that the *approval in principle* recommendation is to receive an intention of Senate support for moving forward with plans to establish a school in the Faculty of Health, and also to receive Senate's guidance on any additional information or input remaining questions to be addressed in the final proposal for statutory approval.

It was moved and seconded that Senate **approve in principle, the establishment of a School of Medicine in the Faculty of Health on the substantive merits of the initiative, specifically that:**

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- **proceeding in this direction will contribute to solving the crisis of primary care in Ontario and more broadly Canada, by offering a medical school rooted in principles of access and equity to address systemic and structural barriers to the medical profession and to health care.**
- **the innovative conceptual model of the School, with a patient-centred, community-based approach to medical education that embodies the ethos of York's mission and values.**
- **the milestone step of securing the provincial government's commitment to fund the school's operations has been achieved, along with the enthusiastic support of many regional healthcare partners to work in collaboration with the University to deliver this rare opportunity.**
- **it reflects Senate's support for this direction expressed in successive University and Faculty Academic Plans and planning documents over more than two decades to expand York's teaching and research into the area of medicine.**
- **embedding the school of medicine within the Faculty of Health is the best organizational option in order to advance interprofessional education and interdisciplinary perspectives on health, both of which are central to the vision for the school, and also to enable efficient sharing of supports.**
- **creating a medical school at this time will tangibly benefit our existing faculty, students, and staff by expanding academic and research opportunities well beyond the medical school itself and the Faculty of Health.**

Senator Herbert spoke to the core reasons in support of the recommendation, notably that the medical school will be contributing to solving the crisis of primary care Ontario and more broadly Canada and that it bring an innovative conceptual model with patient-centered community-based approach to medical education that embodies the ethos of York's missions and values.

Having been invited to address Senate, Professor Farley reiterated this approval in principle recommendations allows for Senate to express its views on plans to proceed with the initiative, and identify information to be provided or questions to be addressed in the ongoing planning and preparation of the formal proposal.

The decision to establish a school of medicine is distinct from other, separate aspects of the school as an academic unit, notably establishing a new building, the curriculum and academic policies. The Faculty of Health voted strongly in favor of the initiative at its January Faculty Council meeting, which was then strongly endorsed by APPRC. The background proposal provided to Senate for review in conjunction with the approval in

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principle recommendation has greatly benefited from university-wide consultation and includes details on the core plans in development of a school of medicine.

The Interim Dean of the Faculty of Health, Senator Ardern, confirmed the robust discussions that have occurred within the Faculty and others across the University on the School of Medicine planning and highlighted the opportunity the school brings to the University to build out interprofessional education, research and practice at an institution that is already known for and established in its commitment to social justice. The Faculty is committed to working with units and individuals around the University to pursue the vision of the new school.

An amendment to the APPRC motion was moved by Senator Wellen and seconded, as follows:

To establish a School of Medicine as a new academic unit within the Faculty of Health, in principle to include “on the understanding that by the time a final statutory motion is brought to Senate, there shall be substantiated evidence provided that demonstrates financial capital spending required for its establishment will be funded by sources external to York (i.e., Government and philanthropy) at a level that equals or exceeds the proportion of capital funds that were provided in support of the establishment of the Lassonde School of Engineering.”

As mover of the original motion, Senator Herbert did not support the change as a friendly amendment, finding it introduced a condition that was not the intent of either APPRC or the Faculty of Health Council, and speaks to the matter of capital spending which is a matter outside of Senate’s scope of authority.

The mover not supporting the amendment, the Chair ruled the amendment out of order on the grounds that it (i) substantially alters the intent of the main motion by introducing a condition for a matter that is not within Senate’s purview (i.e., capital spending); (ii) could be seen to bind the future vote of Senate on the statutory motion; and (iii) conflates the separate issues of establishing a new academic unit and a new University building. The Chair noted that the intent of the amendment was understood to signal to planners and the administration the expectation that external funding be the primary source of revenue for the planned school of medicine building, which the discussion of this meeting can record to inform ongoing planning for the school of medicine.

Upon an appeal of the Chair’s ruling, the appeal was *defeated*. Debate on the original motion continued.

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A robust and wide-ranging discussion ensued, with the Chair facilitating views from across all Faculties and constituencies represented on Senate. Attached as Appendix A to these minutes is a summary of the debate on the motion to approve in principle to establish a School of Medicine in the Faculty of Health, including Senate’s input and queries to be taken up in ongoing planning and preparation of the full proposal and planning for related initiatives.

Recognized by the Chair as a motion that is always in order, a motion was made, seconded and *carried* “to put the question on the main motion to Senate for a vote.” The Chair thanked Professor Farley for her participation in this item of business and excused her from the meeting.

On a vote, the motion as originally moved and seconded, *carried*.

7. Academic Standards, Curriculum and Pedagogy

The information report from the Committee circulated with the agenda was *received*.

8. Appeals

a. 2023-2024 Annual Report on Petitions and Appeals

The Chair presented the 2023-2024 Annual Report on Petitions and Appeals, highlighting an increase in the number of student appeals submitted to Senate in the past year relative to the years prior, possibly indicating a return to pre-pandemic levels. Consistent with most years, the majority type of appeal application was for late withdrawal from a course with the majority decision being a denial of the request.

Noted too was the sharp decrease in the number of academic honesty cases from the prior year. The return to pre-pandemic conditions (less online instruction) and possibly difficulty in detecting the inappropriate use of generative AI tools by students were cited as potential causes of the recent decrease. Some Senators urged exploring further the challenges that AI use is having on sustaining the integrity of the University’s courses and programs, either through measures at a policy or educative level.

9. Other Business

There was none. The meeting was adjourned.

Consent Agenda Items

10. Minutes of the Meeting of 12 December 2024

The minutes of the meeting of 12 December 2024 were *approved by consent*.

11. 2023-2024 Annual report on tenure and promotions (corrected)

The corrected annual report was *received*.

Lauren Sergio, Chair_____

Cheryl Underhill, Acting Secretary_____

Summary of Senate Debate on *Approval in Principle* to Establish a School of Medicine in the Faculty of Health, January 2025

Reasons in Support of the School of Medicine Planning Continuing

- the concept of a medical school at York is widely accepted.
- continuing with planning for it permits the various working and planning groups to continue their efforts to gather and assess the additional information with rigor and diligence to inform decision-making.
- the medical school is just one part of what we should be doing for the future of the University - need to be focusing on that future for our students, our communities, and working together to solve the significant global challenges that exist today.
- A medical school would contribute in many ways to a university beyond its specific medical education – grows research funding which supports the university in many ways, enhances its reputation.
- A medical school creates considerable opportunities for new undergraduate programs and joint programming across Faculties to serve as pathways for students to the MD degree, and to help the University achieve much needed enrolment growth.
- Developing new undergraduate programs as pathways capitalizes on our strengths in the social sciences and humanities, and introduces new complementary teaching and research opportunities that can take advantage of the social science and humanities expertise that York has in themes related to medicine, health, nursing, etc.
- York has wanted a medical school almost since its inception; it has been embedded in our UAPs and our SMAs.
- the rare circumstances which are making the SoM possible are now aligning to achieve the long-held academic goal; walking away from the opportunity now is, in all likelihood, walking away from it completely, and creates the opportunity for another university to take it up.
- with the new government funding committed by the Province to resource the operations of the SoM– money not otherwise available to the University – the school can be created without drawing resources from other academic endeavors; research opportunities otherwise not available to us are also created.
- Deciding not to continue with plans at this time jeopardizes fundraising efforts with our donors and to governments and sends the message that we're not interested in a medical school.
- A SoM will make York a richer place intellectually.
- As a member of the curriculum accreditation committee, attest that the very best in terms of research and evidence of best practices in medical education are being considered in the design of the school, its curriculum, its structures.
- Of significant importance is the contributions to the public good a SoM makes.

Concerns Expressed about the School of Medicine Planning Continuing

- Absence of concrete assurances of adequate funding for the school's operations will be available; risk of provincial government changing funding commitments or no longer being in power; risk of impact on all other Faculties, the existing curriculum and affecting the student experience for the current student body.
- many aspects of the University could be jeopardized if plans go forward without the money; Faculties are already experiencing significant budget reductions.
- There is no transparent information on the costing for the planned new building for the SoM, and an absence of a clear fiscal plan / business case for it
- Unclear information about the nature and amount of University funds that would be drawn on to support the capital project.
- If the University Fund is the planned source, resources from the other Faculties are being used for the capital project; information is not clear on this matter.
- The University is not able to borrow further external funds given its \$600M debt from previous debentures.
- Alternate space plans on the Keele campus are referenced to launch the SoM if needed; no specifics on the plans given or information on the funding source for the needed renovations for that plan; a clear assessment of the capital costs and the feasibility of plans has not been provided.
- It is not clear in the information whether medical schools are 'money raisers' or require subsidies from the central administration for their operations.
- Deferral of the initiative should be considered.

Input and Queries to be Taken up in Ongoing Planning and Preparation of Full Proposal and Planning for Related Initiatives

- Address the potential financial consequences of moving forward with the SoM through additional information on this critical consideration.
- Provide some information on how medical schools in Ontario / Canada share costs within their universities.
- Fuller information on the amount of money that could be dedicated for capital costs of the building.
- Clear information on the capital cost risks for a new building to responsibly respond to the recommendations in the Auditor General's report.
- Names of principal donors for transparency in the context of the University's *Policy on Gift and Sponsorship Acceptance*.
- Fuller information on the alternate plan for space use on the Keele campus for the SoM if a new building is delayed, and the funding plan for it.
- The faculty complement plan for the School of Medicine, including the number of hires and their faculty status, the appointment process that will be implemented and plans for their integration into the University.
- Identify complementary cross-Faculty teaching and research opportunities that take advantage of our social science and humanities expertise in health-medicine-related themes.