York University Senate

Notice of Meeting

Thursday, September 28, 2017, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

**An orientation for new and continuing Senators facilitated by the
Chair, Vice-Chair and Secretary will precede the business meeting at 1:30 p.m. in
the Senate Chamber.**

Page

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

York University Senate

11. Other Business

Consent Agenda

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

13. Changes to Admission and Degree Requirements for the PhD Program in Business Administration, Schulich School of Business / Faculty of Graduate Studies (ASCP Report)

14. Changes to Degree Requirements for the Master of Business Analytics Program, Schulich School of Business / Faculty of Graduate Studies (ASCP Report, Appendix B, page 30)

15. Change to the Diploma in Intermediate Accounting, Schulich School of Business / Faculty of Graduate Studies (ASCP Report)

16. Changes to the Admission and Degree Requirements for the Executive MBA Program in India, Schulich School of Business / Faculty of Graduate Studies (ASCP Report)

17. Changes to the Requirements for the PhD Program in Gender, Feminist & Women's Studies Program, Liberal Arts & Professional Studies / Glendon / Faculty of Graduate Studies (ASCP Report)
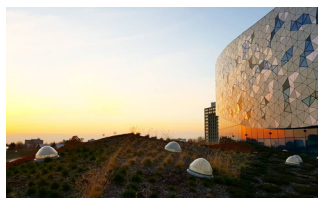
18. Granting of Degrees, Certificates and Diplomas at Convocations from Fall 2017 to Spring 2018 (ASCP Report, Appendix C, page 40)

M. Armstrong, Secretary

PRESIDENT'S KUDOS REPORT

JULY–SEPTEMBER 2017

York University was ranked among 227 schools on Sierra Club's Cool Schools list, which grades post-secondary institutions on their sustainability practices.

A study by York biologists on the effects of pesticides on honeybees was published in the journal *Science*.

Empower, a team of Schulich student entrepreneurs, was one of six finalists to compete for the prestigious Hult Prize. Their project is aimed at bringing low-cost connectivity to refugee camps and other populations in need.
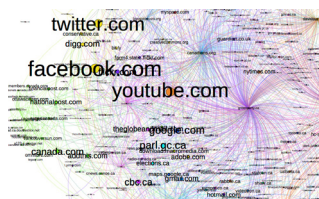
The Archives Unleashed project by York University and the University of Waterloo was awarded a grant from the Andrew W. Mellon Foundation to develop tools to make internet archives accessible for researchers.

Leading the Modern University, a book written by York University's past Presidents, was nominated for a Heritage Toronto Historical Writing Award.

Seven York community members were appointed to the Order of Canada:

- Joseph Arvay, honorary degree recipient (LLD '16)
- Cathy Crowe, honorary degree recipient (LLD '10)
- Peter Herrndorf, honorary degree recipient (LLD '89)
- Christopher House, alumnus (BFA '79)
- Bryan Tisdall, alumnus (MBA '77)
- Lorne Waldman, former faculty member and alumnus (LLB '77)
- The Honourable Marshall Rothstein, former faculty member

YU START, York's New Student Transition Program, was awarded the Canadian Association of College and University Student Services (CACUSS) Innovation Award and the Canadian Association of University Business Officers (CAUBO) Quality and Productivity Award.

Professors Joel Katz and Jonathan Edmondson were recognized as the 2017 recipients of the Distinguished Research Professorship at Spring Convocation.

Biology Professor Dawn Bazely received the title of University Professor at Spring Convocation.

York alumnus Scott McLean joined CNN's Denver bureau as a correspondent.

Professors Roger Keil, Carolyn Podruchny, and Poonam Puri were awarded Social Sciences and Humanities Research Council (SSHRC) Connection Grants.

President Emeritus Mamdouh Shoukri received a Distinguished Service Award from Tennis Canada.

Five PhD students received Vanier Canada Graduate Scholarships for their leadership and scholarly achievements:

- Tyrone Hall, Communication & Culture
- Elan Marchinko, Theatre & Performance Studies
- Kam Phung, Administration
- Claudia Sicondolfo, Cinema & Media Studies
- Erica Tatham, Psychology

Social Science Professor Dr. Carla Lipsig-Mummé named one of three finalists for the 2017 SSHRC Impact Awards Partnership Award.
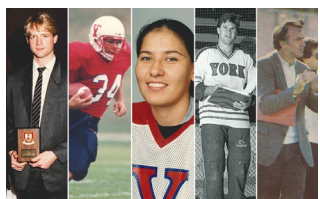
Six new members were inducted into York University's Sport Hall of Fame:

- Peter Bedard, tennis
- Jeff Johnson, football
- Melanie Roach, hockey
- Greg Rolston, hockey
- Frank Cosentino, former football coach
- Patricia Murray, administrator

Science Professor Paul Delaney received the Klumpke-Roberts Award from the Astronomical Society of the Pacific for his outstanding contributions to the public understanding and appreciation of astronomy.

Incoming students Nathan Stachow and Kezia Johnson were awarded Schulich Leader Scholarships to pursue studies in STEM.
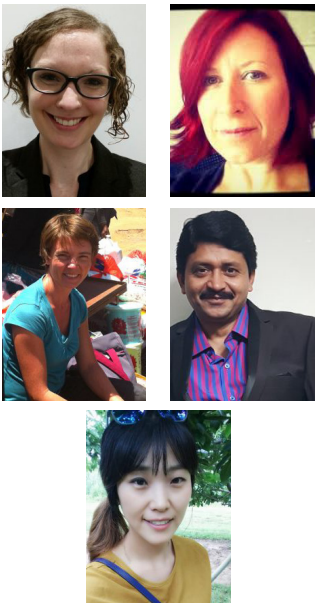
Five York PhDs received funded, one-year postdoctoral research positions through the York Postdoctoral Fellowship program:

- Leah Keating, Department of Psychology
- Melanie McBride, Faculty of Education
- Emily McGiffin, Faculty of Environmental Studies
- Rehan Siddiqui, Department of Earth & Space Science & Engineering
- Hyekyoung Sung, Department of Biology

Former Lions athlete Brittany Crew finished in sixth place in the shot put at the world championships in London, becoming the first Canadian woman to finish among the top eight.

Distinguished Research Professor and Order of Canada Officer Ellen Bialystok received an honorary degree from the University of Oslo.

Graduate student Joannes Paulus Yimbesalu (fourth from right) and team won first place at UNLEASH Innovation Lab 2017 in the Education & ICT category for proposing a initiative that would improve access to interpreters for the deaf in Kenya.

Schulich School alumnus Karl Moore (PhD '95) was nominated for the Thinkers50 Distinguished Achievement Award for his contributions to the study of leadership.

Professor Emerita Margarita Feliciano was named Officer of the Order of May, one of Argentina's highest civilian honours.

Schulich Professor Emeritus Ron Burke received the 2017 Career Achievement Award for distinguished Scholar-Practitioner, presented by the Academy of Management.

Lassonde students Benjamin Brunson, Justine Abdelshahid and Stephen Kosmachuk were presented with certificates acknowledging their success in the ECCE App Challenge at the Esri User Conference Award Ceremony in San Diego.

PhD student Natasha Henry received the Elementary Teachers' Federation of Ontario's 2017 Curriculum Development Award for her classroom resources for Black History Month.

Professors Peter Backx, Yvonne Bohr and Chun Peng were awarded a combined $2,723,399 in funding from the Canadian Institutes of Health Research (CIHR) to advance health-related investigations in areas of social/cultural health and biomedical health.

Lassonde Professor James Elder was awarded a $4-million Ontario Research Fund (ORF) grant to support sustainable urban mobility.

Professor Emeritus David L. Wiesenthal earned a Canadian Association of Road Safety Professionals (CARSP) Lifetime Achievement Award for his traffic psychology research and dedicated service.
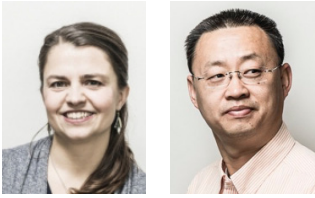
Five York University professors received a total of $698,063 in funding through the Canadian Foundation for Innovation's (CFI) John R. Evans Leaders Fund to pursue groundbreaking research:

- Magdalena Krol (Lassonde)
- Jinjun Shan (Lassonde)
- Jennifer Korosi (LA&PS)
- Amy Muise (Health)
- Leah Vosko (LA&PS)
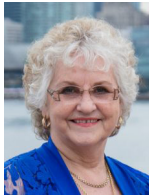
Associate Professor Elsabeth Jensen was selected by the Canadian Nurses Association (CNA) for inclusion in its "150 Nurses for Canada" campaign for her work pioneering health innovation in Canada.

APPOINTMENTS

Schulich alumna Janice Fukakusa (MBA '79) was appointed the first Chair of the Board of the Canada Infrastructure Bank.

Former astronaut and York University honorary doctorate recipient Julie Payette (Hon. DSc '10) was appointed the 29th Governor General of Canada. She will be the fourth woman to hold the title.

Dr. Carl James, Jean Augustine Chair in Education, was appointed expert advisor on equity in education to Ontario's Premier, Minister of Education, Minister Responsible for Early Years and Child Care, and Ministry of Education.

Executive Committee – Report to Senate

At its meeting of September 28, 2017

FOR INFORMATION

1. Senate Committees in Scope at Today's Meeting

The Executive Committee has asked that chairs of Senate committees take a few moments to describe the role played by their committees on behalf of Senate, how they conduct business, and what major items to expect in the coming year. The Vice-Chair of Senate will speak on behalf of Senate Executive. We will work with committee chairs and secretaries throughout the year to respond to suggestions identified in surveys and other interactions about substantive items of interest and how best to engage Senators.

2. Markham Centre Campus Planning and Collegial Governance Structures

One of the key items in the APPRC report to Senate is the Provost's draft options paper on "Collegial Governance Structures for Markham Centre Campus." The document will be the subject of wide and thorough consultations in the months ahead, but input from Senate is being sought first.

Senate Executive had a brief discussion and notes that the principles articulated at the outset, rather than resources, will be paramount in decision-making. The interests of students, faculty and staff are – and should be -- of greatest importance. Members of the Executive committee also offered suggestions about developing relations with Seneca, video-conferencing in support of multi-campus academic governance, and other aspects of the models.

Senate Executive joins APPRC in urging Senators to take advantage of the opportunity to provide timely input into the discussion.

3. Approval of Committee Members Nominated by Faculty Councils

The Committee has approved the following individuals for membership on Senate committees with terms beginning July 1, 2017 and ending June 30, 2020.

Academic Policy, Planning and Research

> Education: Nombuso Dlamini, Associate Professor
> Glendon: Ellen Gutterman, Associate Professor, Political Science
> Science: Robert Tsushima, Associate Professor, Biology
> Schulich: Richard Irving, Associate Professor

Executive

> Environmental Studies: Justin Podur, Associate Professor
> Education: Lisa Farley, Associate Professor

Executive Committee – Report to Senate (cont'd)

     Osgoode: Sara Slinn, Associate Professor
     Schulich: Brenda Gainer, Associate Professor

Honorary Degrees and Ceremonials

     Lassonde: Terry Sachlos, Sessional Assistant Professor, Mechanical Engineering
     Science: Wei Liu, Associate Professor, Mathematics and Statistics

4. Actions Taken Under Summer Authority

In accordance with Senate rules as amended in October 2006, "between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority."

The Committee advises that the only actions taken over the summer involved business originating with its sub-committees. On a recommendation from the Nominations Sub-Committee, the Committee elected Burton Ma (Associate Professor, Electrical Engineering and Computer Science, Lassonde) to serve on the Tenure and Promotions Committee. Prior to Professor Ma's election there was no Lassonde member on the Tenure and Promotions Committee. Senate Executive also concurred with a recommendation from its Sub-Committee on Honorary Degrees and Ceremonials to add three individuals to the pool of prospective degree recipients.

5. Nominations Process and Vacancies

In 2016-2017 Senate Executive and the Nominations Sub-Committee adopted a number of refinements to the process of identifying prospective candidates for election to Senate committees and other positions. The annual call for nominations will be issued in November so that it will reach individuals before course assignments for 2018-2019 have been finalized. The University Secretariat is maintaining a registry of possible candidates for use by the Nominations Sub-Committee and Senate Executive. Executive Committee members will participate actively in the search for prospective candidates and encourage nominations through their Faculty Councils and other collegial settings. Senators and current members of committees are also encouraged to assist in the process by suggesting the names of colleagues.

Senate Executive currently seeks candidates for vacancies on Academic Standards, Curriculum and Pedagogy (contract faculty member one-year term), Tenure and Promotions (four full-time faculty members, and Tenure and Promotions Appeals (2 full-time faculty members).

6. Senate Meeting Dates

The Executive Committee has approved the schedule of Senate meetings for 2017-2018.[1] Departures from the rule that Senate meets on the fourth Thursday of the month are highlighted in bold font below. December meetings are often cancelled, and Senators will be advised well in advance if a meeting that month is necessary. The schedule is posted online with other Senate documents.

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[1] Senate rules stipulate that Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August but provide that "Senate Executive may set an alternate meeting time and day." (see Senate Rules A, IV, 1 and 3).

Executive Committee – Report to Senate (cont'd)

September 28, 2017
October 26, 2017
November 23, 2017
December 14, 2017 (earlier due to holiday closure)
January 25, 2018
February 15, 2018 (earlier to avoid conflict with Reading Week as in previous years)
March 22, 2018
April 26, 2018
May 24, 2018
June 14, 2018 (earlier to avoid conflict with Convocation as in the past two years)

7. Senator and Senate Committee Member Survey

A survey of Senators and Senate committee members was conducted in April. Both surveys confirm that interest, duty and the desire to learn about University developments remain prominent motivators for Senators who attended regularly. Interest remains high even if members did not always actively participate in discussions. In many other respects the surveys reflect a high degree of satisfaction on the part of respondents.

Senate Executive will ensure follow-up on feedback and in doing so:

- assess best practices in framing agenda items (rationales, quantity of documentation)
- ensure frequently cited items of interest are brought forward as part of the UAP series and ongoing reporting (Markham, SHARP, research matters etc.)
- create more equitable spaces for discussion by seeking to engage Senators, diversify contributors
- address various suggestions regarding the work of committees

Senate Executive has learned that APPRC plans to maintain a steady focus on quality this year and will seek ways to engage Senators and the collegium. We endorse this emphasis and look forward to discussions arising from APPRC's work.

The Committee is grateful to all those who participated in the surveys, and is always open to suggestions from Senators and committee members about topics and ways to promote attendance, engagement and effectiveness.

Documentation is posted online with the agenda for this meeting (the names of individuals and other identifiers have been excised).

8. Senate in 2016-2017

A consolidated report on actions taken by Senate in 2016-2017 is posted online. The document was provided to Senate in June, and its contents may be particularly helpful in providing new Senators with a sense of the nature and breadth of actions during the year. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year.

Documentation is posted online with the agenda for this meeting.

Executive Committee – Report to Senate (cont'd)

9. Senate-Faculty Council Communication and Information Sharing

The relationship between Senate and Faculty Councils is a critical one and is best conceived as a sustained, two-way flow. Curriculum and academic standards proposals come to ASCP and Senate from Councils. Many other academic governance matters are dealt with by both Councils and Senate, including tenure and promotions, appeals, quality assurance, new and renamed units and programs, and the like. Senate committee consultations frequently engage similar Council committees.

Senate Executive and APPRC have considered ways to ensure that Senate and Faculty Councils have timely, meaningful opportunities to participate in academic planning and discuss other major internal and external developments. Both agreed that it would be desirable to open clear lines of communication and share knowledge – without overloading those channels.

At present, the University Secretariat notifies Faculty Councils when Senate agendas and synopses have been posted, draws attention to major reports and proposals in the offing, and distributes copies of Final Assessment Reports associated with Cyclical Program Reviews. Secretaries of Faculty Councils and Senate committees meet twice each year and consult more frequently. Some Councils have items devoted to reports from Senators (and / or members of the Academic Policy, Planning and Research Committee) but this is not always routinized. Synopses are sometimes included in agenda packages and sometimes distributed or linked separately.

Senate Executive asks Faculty Councils to adopt the following practices:

- create a standing item or use Communications / Inquiries items for "Reports from Senators"

- provide the text of the Senate meeting synopses with agendas in support of the Senators reports

- ensure that all Final Assessment Reports (which come in batches) are provided to members of Faculty Councils when they are released

- take note when major reports are presented by or through committees at Senate

10. University Secretariat Initiatives in Support of Governance

The Senate Secretary briefed us on a number of projects that she and her colleagues are working on this year. With the help of Faculty Council counterparts, an inventory of governance structures and time allocated to related activities is in development. This will map the terrain of governance while documenting the considerable investment of time that is being made. It may suggest ways in which to enhance processes and maximize effective participation while reducing burdens. A number of documents in the "Policies, Procedures and Regulations" database maintained by the Secretariat are being edited to ensure that they are up to date and properly formatted. This is the first phase of a longer-term plan to build policy reviews into the annual cycle for the Secretariat as well as creating a clearer framework for policies, procedures and guidelines (with definitions and templates). Secretariat staff continue to lead regular workshops on topics such as governance at York, minute-taking and adjudicative processes. Efforts are underway to create online versions that will complement workshop sessions and make the material covered available as a resource to the community.

Executive Committee – Report to Senate (cont'd)

11. Membership 2017-2018

The Committee is pleased to welcome its newest members. It is hoped that other members, including the two students, will be named soon. The full list of members elected to date is as follows:

Lesley Beagrie, Chair of Senate (*Ex-Officio*)
Franck van Breugel, Vice-Chair of Senate (*Ex-Officio*)
Maureen Armstrong, University Secretary (*Ex-Officio*)
Robert Allison, Professor, Lassonde School of Engineering
Carl Ehrlich, Professor, Liberal Arts & Professional Studies
Lisa Farley, Associate Professor, Education
Brenda Gainer, Associate Professor, Schulich
Rhonda Lenton, President (*Ex-Officio*)
Marshall McCall, Professor, Science
David Mutimer, Senate Nominee on the Board of Governors
Lisa Philipps, Interim Vice-President Academic and Provost (Ex Officio)
Rebecca Pillai Riddell, Professor, Health
Justin Podur, Associate Professor, Environmental Studies
Lauren Sergio, Senate Nominee on the Board of Governors
Sara Slinn, Associate Professor, Osgoode

TBA
Arts, Media, Performance and Design
Glendon
Graduate Studies
Graduate Student
Undergraduate Student[2]

Lesley Beagrie, Chair and Franck van Breugel, Vice-Chair

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[2] The Chair of the Student Senator Caucus normally is a member of Senate Executive.

Senate Committee on Awards

Report to Senate

At its meeting of September 28, 2017

FOR INFORMATION

1. Amendment to the Procedures, Distinguished Research Professorship Selection (Senate Policy on Honorific Professorships)

At its meeting of May 12, 2017, the Senate Committee on Awards approved a change to the Procedures for Nomination for the Distinguished Research Professorship, to allow files not selected to be held over and reconsidered the following year, should the nominator wish.

The following would be added as section 4.2.v:

> Nominators will be advised of a decision after the deliberations. Files of those not selected will be held until the committee's next deliberations on the University Professorship. Nominators may choose to re-nominate the individual and may submit supplementary material.

This brings the process in line with that for the University Professorship.

Robert Kenedy, Chair

Senate Appeals Committee

Report to Senate

At its meeting of September 28, 2017

FOR INFORMATION

1. Rescindment of Degree

The Senate Appeals Committee (SAC) has approved the recommendation of the Faculty of Liberal Arts and Professionals Studies Committee on Teaching, Learning and Student Success that York University rescind the degree of Bachelor of Arts that it conferred on a York student in 2017 and that the official transcript record the reason for which it was rescinded.

The student submitted falsified transcripts which secured admission to the University as well as transfer credit. The Senate Appeals Committee found that not only did the serious nature of the offence warranted the rescission of the degree, without the transfer credits granted based on the falsified transcript, the student has not earned a 90-credit degree.

Natalie Coulter, Chair

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

At its meeting of 28 September 2017

For Action

1. Change in Name of the Diploma in Arts and Media Administration · Schulich School of Business / Faculty of Graduate Studies

ASCP recommends,

> That Senate approve a change in name of the Schulich School of Business' Graduate Diploma in Arts and Media Administration to Arts, Media and Entertainment Management, effective immediately.

Rationale

Adding "Entertainment" to the program name more accurately reflects the scope of the program and its curriculum and learning outcomes. The change in nomenclature from "Administration" to "Management" more clearly reflects the skill sets provided to students as well as the language currently used in the industry. The program equips students to work in all fields in the arts, media and entertainment sectors, from legacy management to change management, from rights negotiations and managing creative people to building flexible strategies for managing the advent of new, disruptive, technologies while maintaining a solid understanding of the regulatory nature the industry. Overall the broader name provides a clear identification of graduates as having expertise in these areas of management study and is in keeping with the course content that has been continually updated over the years.

Approvals: FGS Faculty Council 1 June 2017 · ASCP 13 September 2017

Consent Agenda

2. Changes to Admission and Degree Requirements for the PhD Program in Business Administration · Schulich School of Business / Faculty of Graduate Studies

ASCP recommends,

> That Senate approve the following changes to the PhD degree program in Business Administration:

- Expansion of the admission requirements, making students with an Honours undergraduate degree in relevant foundational fields eligible for the doctoral program (maintaining the requirement that all applicants submit a GRE or GMAT score at or above the minimum acceptable threshold to be eligible for admission).

- Revision of the degree requirements to:

  o replace the required minor fields of study with electives in topics related to the major field of study selected jointly with the student's Program Coordinator.

  o require courses be taken in both a student's major field of study and in methodology

  o reduce the minimum number of core courses in the major field from 5 to 4

  o eliminate the language and cognate requirements as a separate requirement, replaced by courses in relevant methodologies within the coursework requirements; and

  o Add a dissertation proposal and oral defence as a formal requirement.

Rationale

Over the years since the doctoral program was founded there have been profound changes in the nature of the scholarly research conducted by business school academics. This research has transitioned from being more descriptive to being more theoretically rigorous. Commensurate changes in the doctoral education have been required, and the program's practices, like those of its peers, have been evolving. It is timely to update the program's admission and degree requirements to reflect contemporary practice that is required to educate the doctoral students in a manner that equips them to successfully compete for jobs in other leading business schools. One such practice is the shift to greater depth in a student's specific field of study, which this proposed change in requirements brings to the doctoral program. The School is confident that the revised requirements sustain the academic rigour (including methodological training, theory and empirical research) of the program while aligning it with the developments in the sector to the benefit of its graduates.

Approvals: FGS Faculty Council 1 June 2017 • ASCP 13 September 2017

3. **Changes to Degree Requirements for the Master of Business Analytics Program • Schulich School of Business / Faculty of Graduate Studies**

ASCP recommends,

That Senate approve, effective Summer 2018, the following changes to the Master of Business Analytics degree program housed in the Schulich School of Business:

- An increase in the number of required credits from 42 to 45
- Revision to the list of required courses and a restructured Major Research Project
- Removal of the Marketing and Supply Chain Management streams from the program structure, to be replaced by elective credits
- Shift the program from the Fall start time frame to a summer session start

Rationale

Details of the specific changes, the reasons for them and the updated mapping of the revised requirements to the program learning outcomes are set out in the full proposal attached as Appendix A. In sum, the modifications stem from input from the program's Advisory Board which focuses its advice on supporting the alignment of the program with the analytics industry to ensure student success. A key area of input from the Board is highlighting the emergence big data within the field and the skills that graduates will need for career options. The revised curriculum reflects the program's careful review, its commitment to academic rigour, and has been guided aligning the requirements to the achievement of the learning outcomes.

Approvals: FGS Faculty Council 1 June 2017 • ASCP 13 September 2017

4. **Change to the Diploma in Intermediate Accounting · Schulich School of Business / Faculty of Graduate Studies**

ASCP recommends

That Senate approve a reduction in the number of required credits from 30 to 27 for the Diploma in Intermediate Accounting housed in the Schulich School of Business, effective Winter 2018.

Rationale

The proposed changes are in response to students' struggle with the second term of the program. To make the term more manageable, it is proposed that the Advanced Income Tax course shift into the second term of the Master of Accounting. As Term 2 in the diploma still contains a taxation course, the learning outcomes for the diploma would not change and would still be achieved by the revised requirements. The change occurs in coordination with the Diploma in Advanced Accounting and the Master of Accounting degree program.

Approvals: FGS Faculty Council 1 June 2017 • ASCP 13 September 2017

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

5. Changes to the Admission and Degree Requirements for the Executive MBA Program in India · Schulich School of Business / Faculty of Graduate Studies

ASCP recommends

That Senate approve changes to the requirements and program structure of the Executive MBA Program in India as follows:

- Increase in the number of core course credits from 16 to 28, and changes to the list of required courses, including a 6-credit Applied Integrative Field Study

- Reduction in the number of advanced topics credits from 32 to become 20 credits of electives

- Expansion of the partner locations for the delivery of the program to include Brazil, Europe and South Africa along with existing locations in Toronto, India, China and the United Kingdom

- Within the admission requirements, articulation of the specific language test scores required for proof of students' English language proficiency

Rationale

The Executive MBA program in India (EMPI) was approved by Senate in 2012. It set out 24 (2-credit) courses, to be delivered over 12 intensive week-long sessions. Eight of those sessions were to be delivered at York's Hyderabad campus, 2 sessions at the Keele campus, one session in a partner university campus in the UK and another at a partner university in China. The program aims to attract mid-career managers from the Southeast Asia region. Like students in the Kellogg-Schulich (KS) EMBA program, students would enroll in the program and complete it through intensive sessions while maintaining their full time employment.

Schulich is preparing to start offering the program in either Winter or Summer 2018. Extensive and broad consultation on the program content was conducted over the last twelve months with potential students, corporate leaders and heads of the Human Resources divisions of domestic and multinational corporations. Those consultations generated a number of insights which led to the proposed program modifications. In particular, since most students will be Indian nationals, a greater international orientation is needed. The currently approved program was envisioning three off-site sessions in Toronto and at partner institutions in the UK and China. The new version adds partner institutions in Brazil, China, Europe and South Africa.

At the same time, it makes sense to take into account the latest experiences collected through the Kellogg-Schulich EMBA program, which has also undergone curricular changes over the past few years. These changes include a closer alignment of both core courses and electives between the two programs. These changes align with both

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

Faculty and University objectives. The start of the EMPI will help increase graduate enrolment and support the University's internationalization objective. The major capstone project is consistent with the University's spirit of experiential learning in education in general and specific elements identified in the University's Academic Plan. It also furthers the University's quest for community engagement. Finally, it supports the aim for high quality programming through the means of experiential learning.

The revised program consists of 21 2-credit courses plus a 6-credit capstone experiential course, for a total of 48 credits; the total number of required credits is not changing. Among those courses, 17 remain the same as originally approved. The proposed new courses already exist and are currently offered in the KS-EMBA program.

The proposed set of core courses cover the major disciplines of management and are to be delivered by Schulich faculty. They represent a set of standard courses whose subject matter is consistent across Schulich's various MBA programs. The Applied Integrative Field Study spans six months and runs in the later part of the program.

In summary, the modified program structure consists of:
- 13 courses (11 core and 2 electives), delivered in 7 sessions of 5-days length each in York's Hyderabad campus;

- A 6.00-credit core course comprising the capstone project, which is supervised by Schulich faculty and conducted in a blended format of in-person and online sessions, over the last six months of the program;

- 2 elective courses, delivered in a week-long session at Keele campus; and

- 6 elective courses delivered in week-long sessions in four different partner locations in Brazil, Europe, China and South Africa (students pick and attend courses in three out of the four locations).

Overall the program changes are resource-neutral. As a related program, the director of the Joint Kellogg-Schulich EMBA program has provided a written statement in support of the changes to the EMPI requirements. The mapping of the revised requirements to the program learning outcomes for the EMPI is attached as Appendix B.

Approvals: FGS Faculty Council 1 June 2017 • ASCP 13 September 2017

6. **Changes to the Requirements for the PhD Program in Gender, Feminist & Women's Studies Program • Liberal Arts & Professional Studies / Glendon / Faculty of Graduate Studies**

ASCP recommends

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

That Senate approve, effective Winter 2018, two substantive changes to the comprehensive examinations requirements of the PhD program in Gender, Feminist & Women's Studies as follows:

- Restructuring the comprehensive examination into two sections of a general exam and a specific exam

- Adding the requirement that full-time students complete the comprehensive examination by the end of their eighth term of study

Rationale

The substantive changes to the comprehensive examination – along with a suite of minor revisions to the procedures of the comprehensive exam process – are the result of recommendations from the program's 2014 cyclical program review. Collectively they are intended to address students' challenges with the examination process and improve the time to completion. The proposed revisions are the product of extensive consultation within the graduate program, including input from students and best practices from peer graduate programs. Students currently enrolled in the program will be permitted to choose the existing and new requirements.

7. **Granting of Degrees, Certificates and Diplomas (Fall 2017 to Spring 2018)**

ASCP recommends that:

a. Senate authorize the granting of degrees at the University's Convocations held in Fall 2017, February 2018 (Convocation *In Absentia*) and Spring 2018 to those students who have fulfilled the degree program requirements for receipt of the degrees listed in Appendix C.

b. Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education; and that

c. Senate authorize the granting of diplomas and certificates at the University's Convocations held in Fall 2017, February 2018 (Convocation *In Absentia*) and Spring 2018 to those students who have fulfilled requirements for receipt of the diplomas and certificates listed in Appendix C.

Approvals: ASCP 13 September 2017

For Information

a. **Minor Modifications to Curriculum**

The following proposals have been approved by ASCP:

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

Graduate Studies

Minor changes to the requirements for the PhD program in Kinesiology and Health Science

Minor changes to the requirements for the MA, MSc and PhD programs in Geography

Minor changes to the requirements for the PhD program in Mechanical Engineering

b. **Report on External Program Decisions: MAESD Program Approval Decisions**

Once new academic programs have been approved by Senate and the Quality Assurance Council has approved them to commence, new "non-core" undergraduate program proposals and all new graduate program proposals must be submitted to the *Ministry of Advanced Education and Skills Development* (MAESD) for funding approval. The new programs must also be ministry-approved in order for students who are enrolling in these programs to be eligible to receive assistance from the Ontario Student Assistance Program (OSAP).

The list of all Ontario university program approval decisions issued by MAESD in July is attached as Appendix D for Senate's information.

Kim Michasiw, Chair

Change to Program Requirements Proposal

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma:

Master of Business Analytics (MBAN)

2. Effective Session of Proposed Change(s):

Summer 2018

3. Proposed Change(s) and Rationale
The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The Master of Business Analytics program has been a great success since its inception. The program grew from 4 students in its initiation year (2012) to 53 students in 2016. The two most important reasons for our program's success are the program's academic rigor and its close relationship with industry that integrates the learning outcomes that need to be achieved. From its infancy, the program had an Advisory Board consisting of business leaders in the analytics industry. In Appendix IV, we provide the list of our Advisory Board membership. Based on advice from the Board, the program has identified three major changes for the program:

1. Introduction of new courses that reflect the new developments in the field of analytics, and
2. Aligning the program structure in order to accommodate the new course structure.
3. As an informational point, the program also intends to shift the program start from the Fall to the Summer semester in order to align the graduation of its students with the hiring cycle of industry.

One change in the course structure is the revision of existing courses and the introduction of three new technical courses. These courses will help deepen and widen the analytical skills our students will obtain in areas such as visual analytics and big data. The introduction of the new courses is offset by a reduction in electives from 4 to 3 courses and the restructuring of the major research project.

A second change is the removal of the Marketing and Supply Chain Management streams from the program. Students will no longer be required to choose their electives from a set of quantitative versus managerial courses. They will instead be free to choose from a list of elective courses.

The proposed structure of the new version of the major research project was inspired by an exciting development in the field of business analytics. Organizations are conducting what is called "Big Data Competitions" where they provide real-life data to a group of scientists to come up with solutions to their business problems. These competitions provide significant learning opportunities both for organizations and also for the competitors (i.e. students). Motivated by these competitions, our Advisory Board

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suggested that we create a course that allows our students to work on real-life data. Our task force has decided to incorporate this opportunity into a newly reconfigured major research project. The new version of this course will replace the current version while retaining a significant cumulative and experiential project within the program, with data provided by organizations and analysed by our students. This community service project will also enable our students to directly interface with industry leaders and further develop their technical and organizational expertise while doing so.

Starting the program in the Summer session, rather than the Fall, will have positive implications for the placement of our students. Our program is a 12-month professional masters program, and it is our experience that our employers are seeking out our students in the October – December period. In order to provide our students more competitive capabilities, the program needs to start in Summer term. This will ensure that students will have completed half the program (rather than just the first two months) before having to interview with potential employers.

Taken together, the proposed changes will result in providing our students with more in-depth understanding of Business Analytics and an enhanced exposure to the analytics community and, in doing so, create a program which is more attractive to both students and future employers. The proposed changes align with the University's strategic plan of using high impact educational practices, including experiential education and project-based learning. While strengthening the curriculum, these changes also further the University's quest to expand upon community engagement.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The new, proposed curriculum will have 45 credits (36 core and 9 elective) instead of the current 42 credits. Table 1 compares the current and new program curriculum.

TERM	EXISTING CURRICULUM	PROPOSED CURRICULUM
TERM 1 **(Fall in the existing program, Summer in the new program)**	MBAN 5110 (3.00) Introduction to Predictive Modelling MBAN 5120 (1.50) Data Management & Programming I – **to be expanded** MBAN 5150 (3.00) Skills for Leadership – **to be retired** OMIS 6000 (3.00) Models and Applications in Operational Research Electives (6.00)	**MBAN 5140 (3.00) Visual Analytics – New Course** **MBAN 5110 (3.00) Predictive Modelling I – Name Change** **MBAN 5330 (3.00) Applications in Big Data – New Course** **MBAN 5120 (3.00) Data Management & Programming – Name & Content Change** MBAN 6300 (3.00) Case Analysis and Presentation Skills

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TERM 2	MBAN 5220 (3.00) Data Management and Programming II – **to be retired** MBAN 5250 (1.50) Analytics Consulting – **to be retired** MBAN 6300 (3.00) Case Analysis and Presentation Skills MBAN 6400 (3.00) Multivariate Methods for Business Analytics Electives (6.00) – **to be contracted to 3 credits**	**MBAN 5210 (3.00) Predictive Modelling II – New Course** MBAN 6110 (3.00) **Data Science I – Name Change** OMIS 6350 (3.00) Advanced Spreadsheet Modelling & Programming for Business MBA Elective I (3.00)	**MBAN 6090 6.0 Major Research Project (Structural Change)**
TERM 3	MBAN 6090 (9.00) Major Research Project – **to be restructured to run over two semesters and be worth 6.00 credits**	MBAN 6120 (3.00) **Data Science II – Name Change** MBAN 6400 (3.00) Multivariate Methods for Business Analytics MBA Elective II (3.00) MBA Elective III (3.00)	

Table 1. *Degree Requirements: Current & Proposed*

In Appendices 2 and 3, we present the course descriptions for core (Appendix 2) and elective (Appendix 3) courses. In Table 2, we present the relationship between the Expected Learning Outcomes and Program Structure. Below we itemize the list of new courses and changes to existing courses.

1. We propose to drop **SB/MBAN 5150** from the program structure. Even though this course has been successful within the MBA Program, where it is taught as **SB/MGMT 5150**, we have found that it doesn't have the same relevance to the MBAN students.

2. We propose to combine **SB/MBAN 5120 1.50 Data Management & Programming I** and **SB/MBAN 5220 3.00 SB/Data Management & Programming II** and change its name into **SB/MBAN 5120 3.00, Data Management & Programming**. This course is currently taught, and will continue to be taught by experts from SAS Institute. This change occurs in conjunction with the introduction of a new course, **SB/MBAN 5330 3.00, Applications in Big Data**. While Data Management focuses on cleaning and manipulating data using the classical techniques of SAS, SQL, and Hadoop, **SB/MBAN 5330** focuses on Big Data applications such as Artificial Intelligence applications that enable data scientist to build models that would analyse data in real time. Our program shows another strong industry and academic alliance within this course. We will be collaborating extensively with **IBM Thomas J. Watson Research Center** for this course, and not only we will be getting access to computing power, and real life data, PhDs from this centre will present as guest lecturers in this course.

3. We propose to introduce a new course **SB/MBAN 5140, Visual Analytics & Modelling**. One of the newer requirements in business analytics is the ability to visualize complex data. According to Rick Smolan, the creator of the PBS documentary "The Human Face of Big Data", the amount of data generated by humanity during the first day of a baby's life is equivalent to 70 times of the information contained in the Library of Congress. As a result, analysing big data only in terms of statistical and data science techniques is not enough to make it comprehensible. The results need to resonate with decision makers and other users of such information. The Visual Analytics

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course will enable our students to explain the results of their highly technical analyses through graphs and pictures. We secured strong support from one of the leading data visualization companies, Tableau Incorporation (www.tableau.com), which will provide the software. The course will be taught by the data visualization instructors from the Information Design Department at York University.

4. We propose to expand **SB/MBAN 5110 3.00, Introduction to Predictive Modelling** to a series of two courses, SB/**MBAN 5110 3.00, Predictive Modelling I**, and **SB/MBAN 5210 3.00, Predictive Modelling II**. In Predictive Modelling I, we will cover topics such as Decision Trees, and Logistic Regression, while in Predictive Modelling II we will cover more advanced topics such as forecasting, time-series analysis, and repeated measures.

5. We propose to make **SB/OMIS 6350 3.00 Advanced Spreadsheet Modelling & Programming for Business** a required course. This course is currently a quantitative elective in the program. However, approximately 90% of our students take this course regularly, and feedback indicates that it is essential for our students' success in placements and further advancement in their careers.

6. We propose to make **SB/OMIS 6000 3.00 Models and Applications in Operational Research** an elective course. The feedback that we received from the Advisory Board indicated that our program should enhance the Predictive Analytics portion of the program rather than Prescriptive Analytics applications. As a result, in order to provide our students more in depth applications in Predictive Analytics, we chose to convert OMIS 6000, which covers linear optimization and simulation applications to an elective course. Linear Optimization is indeed a Prescriptive Analytics application, and as a result we decided to provide this course to students who are really interested in this topic.

7. We also propose to remove **SB/MBAN 5250 1.50 Analytics Consulting** from the curriculum. This course was originally introduced to provide insights about how consulting projects are run to our MBAN students. However, we started covering most of the topics in the Big Data Workshop and our students are getting first hand consulting experience in the new MBAN 6090 course.

8. Another major change in the program is restructuring of the Major Research Project, **SB/MBAN 6090 9.00**. Currently, this course runs as a capstone course in the summer term. The new version would stretch the course (as a 6.00 credit version) over terms 2 and 3, similar to the MRP in the MBA and IMBA programs. This would allow students to do more substantial work as it often takes time to collect and clean data. It also allows us to expand the number of courses in order to complement the capabilities offered through the current version of the program. Even though, we are changing this course from a placement to a community-involved service project, the new version still will retain the experiential nature of the course as well as students' exposure to the analytics industry.

9. The **Marketing and Supply Chain Management streams** will be removed from the program as students will no longer be required to choose electives from a set of quantitative versus managerial courses. Instead, students will be free to choose any of the courses listed in Appendix 3 (this list is subject to change via approval by the program director).

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Table 2: Relationship between Expected Learning Outcomes and Program Structure

Expected Learning Outcomes	How are the Learning Objectives achieved?	MBAN 5140 VISUAL ANALYTICS & MODELLING	MBAN 5110 PREDICTIVE MODELLING I	MBAN 5330 APPLICATIONS IN BIG DATA	MBAN 5120 DATA MANAGEMENT & PROGRAMMING	MBAN 6300 CASE ANALYSIS	MBAN 5210 PREDICTIVE MODELLING II	MBAN 6110 MACHINE LEARNING I	OMIS 6350 ADVANCED SPREADSHEET MODELLING	MBAN 6090 MAJOR RESEARCH PROJECT	MBAN 6120 MACHINE LEARNING II	MBAN 6400 MULTIVARIATE METHODS
1. Breadth and Depth of Knowledge												
Be knowledgeable in a wide range of business analytics topics, and be able to converse intelligently with a variety of professionals in different job functions.	These objectives are achieved through twelve 3.00 credit courses, all in business analytics or in a related function (e.g., statistics, operations research, marketing research, etc.). As well, the **MBAN 6090** enables students to either study a topic in business analytics in detail or work on a specific analytics project within an organization.	■	■	■	■		■	■	■	■	■	■
Be able to conduct competent business analytics projects in a variety of job functions.	In addition to these courses, the electives offer students a chance to explore specific functional areas in business and deepen their knowledge within these areas.	■		■				■		■	■	
2. Research and scholarship												
Be able to conduct research using readily available transactional level data that resides in various organizations, at a level expected in a business analyst role (or higher) in the private sector.	All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized. The **MBAN 6090** involves conducting in depth research using organizational data. Students are expected to draw upon empirical academic research to support their conclusions and recommendations.	■	■	■	■		■			■	■	■
Be able to generate well-structured and formatted research reports.												
Have an appreciation of theoretical and empirical academic research in business analytics.												
Be familiar with the top scholarly outlets in the field.												

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		MBAN 5140 VISUAL ANALYTICS & MODELLING	MBAN 5110 PREDICTIVE MODELLING I	MBAN 5330 APPLICATIONS IN BIG DATA	MBAN 5120 DATA MANAGEMENT & PROGRAMMING	MBAN 6300 CASE ANALYSIS	MBAN 5210 PREDICTIVE MODELLING II	MBAN 6110 MACHINE LEARNING I	OMIS 6350 ADVANCED SPREADSHEET MODELLING	MBAN 6090 MAJOR RESEARCH PROJECT	MBAN 6120 MACHINE LEARNING II	MBAN 6400 MULTIVARIATE METHODS
3. Level of application of knowledge												
Be able to apply their knowledge to new applications, such as retention analysis, or a new method of market segmentation of new customers, etc.	Students are given opportunities through course-based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers. Besides coverage in the core courses, the 9.00 credit hours of electives will enable students to apply business analytics to a specific functional area and the **MBAN 6090** will provide an industry specific context in which to work.		■				■	■	■	■	■	■
4. Professional capacity/autonomy												
Graduates are expected to exercise good judgment and make informed decisions. Graduates are expected to understand best practice and good governance while collecting and analyzing data.	Students will be exposed to various scenarios in which experts need to make informed decisions and exercise good judgment on specific business analytics projects. This decision making involves consideration of technical questions, such as the appropriateness of data and methods, as well as intra- and inter-organizational political processes.	■	■			■				■	■	

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		MBAN 5140 VISUAL ANALYTICS & MODELLING	MBAN 5110 PREDICTIVE MODELLING I	MBAN 5330 APPLICATIONS IN BIG DATA	MBAN 5120 DATA MANAGEMENT & PROGRAMMING	MBAN 6300 CASE ANALYSIS	MBAN 5210 PREDICTIVE MODELLING II	MBAN 6110 MACHINE LEARNING I	OMIS 6350 ADVANCED SPREADSHEET MODELLING	MBAN 6090 MAJOR RESEARCH PROJECT	MBAN 6120 MACHINE LEARNING II	MBAN 6400 MULTIVARIATE METHODS
5. Level of communication skills												
Graduates are expected to be able to write concise, well researched, professionally formatted and structured reports.	Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. In addition, **MBAN 6300** course focuses on Case Analysis and Presentation Skills. In all of the courses, class participation is encouraged and is a graded component of many courses.					■				■	■	
Graduates are expected to be able to present, communicate, and market ideas clearly and effectively.	The consolidation of these learning outcomes occurs in the **MBAN 6090**. Students are required to produce an articulate and well-formatted presentation that summarizes the research they have completed at an organization or on a business analytics research study.											
Graduates are expected to be able to put together effective and professional presentations.												
6. Awareness of limits of knowledge												
Be cognizant of the limitations of theoretical models and empirical findings.	These objectives are achieved through the presentation and discussion of alternative schools of thought in statistical applications. The **MBAN 5250, MBAN 6400, MBAN 6110 & 6120** courses as well as the **MBAN 6090** will provide case specific contexts in which theoretical models will be tested.			■			■	■		■	■	■
Be aware of different schools of thought in statistical applications.												

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c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.
(*Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.*)

The current format of the program allows students to take maximum one AP/ECON course and/or maximum five SC/MATH courses as electives. A SLIM report covering AY 2009 to today indicates that MBAN students have never taken the ECON course and made rare use of only two of the five MATH courses accessible to them (MATH 6627 in 2014 and MATH 6911 in 2015). We consulted with the chair of the MATH department, and he has no problem with the program dropping these courses from its list of electives. There are no resource implications for the MATH or ECON departments.

Inside Schulich, the relevant academic areas were consulted, as were administrative units (i.e., the career centre, student services and graduate admissions).

d) A summary of any resource implications and how they are being addressed.
(*Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.*)

The restructured program calls for converting three elective courses into core courses (MBAN 6110, MBAN 6120, and OMIS 6350). Also, we will convert the 3rd term MRP (MBAN 6090) from a 9.00 credit to a 6.00 credit course, make OMIS 6000 3.00 an elective, and retire MBAN 5250 1.50 from the program. As a result, resources are not significantly impacted.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

Current students or those admitted into the program in 2017/18 will not be affected as they are expected to graduate after Summer 2018 under the current program structure. The Summer 2018 intake will commence their studies using the new program structure. Any student that may start in 2017/18 and – against all odds – carry over into 2018/19 will be accommodated through course substitutions where appropriate.

4. Calendar Copy
Same as before.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
The Master of Business Analytics (MBAN) is a professional degree program designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The MSBA may also serve as a foundation to pursue a PhD in this field.	No change.

Students will gain a conceptual understanding and methodological competence of established techniques in business analytics which are used to create and interpret

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knowledge in various business environments. They will be able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key measurement of performance and organizational planning. Graduates will understand how to apply business analytics to generate solutions which balance time, resources and complexity. This will possess a skill set that is both quantitative and qualitative, with the technical competence to analyse data coupled with the skills required to communicate effectively.

An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work. Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.

Acceptable scores on all measures of the GMAT or GRE, or a degree from Schulich with a GPA of B+ or better that was awarded no more than five years ago.

Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.

Otherwise acceptable students who lack specific course content judged to be essential, as identified by the program director, may be required to complete additional coursework either prior to or in the early stage of their degree program in order to address identified deficiencies.

Change to Program Requirements Proposal

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma:

Executive MBA Program in India – EMPI

2. Effective Session of Proposed Change(s):

Jan. or Sep. 2018

3. Proposed Change(s) and Rationale
The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The program as approved by the Senate on May 24, 2012, consists of 24 (2-credit) courses, delivered over twelve intensive week-long residential sessions. Eight of those sessions were to be delivered in York's Hyderabad campus, 2 sessions in York's Toronto campus, 1 session in a partner university campus in the UK and 1 session in a partner university campus in China. The program, as originally conceived and approved, aimed to attract mid-career managers from the Southeast Asia region. Like students in the Kellogg-Schulich (KS) EMBA program, students would enroll in the program and complete it through intensive sessions while continuing to carry their full time employment responsibilities.

As Schulich is preparing to start offering the program, extensive consultations (over 60 in-person interviews at 30 different companies) were conducted over the last twelve months with potential students (mid-career executives), corporate leaders (CEOs, division executives and the like) as well as heads of the Human Resources divisions of domestic and multinational corporations. We presented and discussed the various elements of the program and actively solicited their comments, feedback and reactions. Those consultations have generated a number of insights which, in part, lead to the proposed modifications. In particular, since most students will be Indian nationals, a greater international orientation is needed. The currently approved program was envisioning three off-site sessions in Toronto and at partner institutions in the UK and China. The new version adds partner institutions in Brazil, China, Europe and South Africa. Please note that KS EMBA students also enjoy access to electives delivered by the six partner institutions (including Kellogg and Schulich) that form the Kellogg EMBA partnership.

At the same time, it makes sense to take into account the latest experiences collected through the Kellogg-Schulich EMBA program, which has also undergone curricular changes over the past

few years. These changes include a closer alignment of both core courses and electives between the two programs.

In summary, the proposed modifications include the following:
  a. *Alignment of the curriculum structure with that of the KS EMBA program, including a rebalancing of core and elective courses; and*
  b. *An increase in the international orientation of the program in terms of where some of the courses are taught and exposure of the participants to the business practices in diverse global economies.*

These changes align with both Faculty and University objectives. The start of the EMPI will help increase graduate enrolment and support the University's internationalization objective. The major capstone project is consistent with the University's spirit of experiential learning in education in general and specific elements identified in the University's Academic Plan. It also furthers the University's quest for community engagement. Finally, it supports the aim for high quality programming through the means of experiential learning. It aims to educate future managers through challenging them with real managerial problems faced by an organization where such problems have strategic significance, draw on multiple management disciplines, do not have obvious or unique solutions, and rest on and impact different parts of the organization and its environment. Students will also practice the validation or refutal of hypotheses through the collection and triangulation of relevant qualitative and quantitative primary and secondary data, develop actionable recommendations, and deliver reports and presentations to the faculty and executives of the organization in question. It should be noted that the University's policies relating to Human Research Participants as they are currently applied for the Strategy Field Studies and the Global Leadership Program of the MBA program at Schulich will also be followed for these major projects.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

Overview of Program Requirements

Existing Program	Revised Program
16 credits of core courses (9 courses)	28 credits of core courses (11 2-credit courses and a 6-credit Applied Integrative Field Study)
32 credits of advanced topics (of which many are actually core), including the 6-credit Applied Integrative Field Study	20 credits of electives (10 2-credit courses or equivalent)
Total: 48 credits	Total: 48 credits

The revised program consists of 21 2-credit courses (or equivalent if higher-credit electives are offered) plus a 6-credit capstone experiential course, for a total of 48 credits (the existing program also requires 48 credits and 21 courses.)

See Appendix 2 for the proposed program structure. Among those courses, 17 courses remain the same as in the original program. The proposed new courses already exist and are currently offered in the KS-EMBA program.

The proposed modification designates 12 courses as "core" (28 credits), including the 6.00 credit Applied Integrative Field Study. The remaining 10 courses (20 credits) are "electives" (see Appendix 2). This is in contrast to the existing program, which designated required courses as either 'core' or 'advanced' and had only 4.00 credits of elective space.

The proposed set of core courses cover the major disciplines of management and are to be delivered by Schulich faculty. They represent a set of standard courses whose subject matter is consistent across Schulich's various MBA programs. The Applied Integrative Field Study spans six months and runs in the later part of the program. It entails a real life managerial challenge that participants are required to tackle, collect pertinent information, conduct analysis to identify the strategic issues, draw conclusions, identify options to respond to the challenge, develop recommendations and articulate appropriate actionable implementation plans. The final deliverables for each project consist of a major report containing the research, the recommendations and the action plan, as well as a formal presentation to the senior executives of the organization where the managerial challenge has been identified.

The complement of elective courses might change from year to year depending on student interests and partner faculty availability. This is the same practice followed in the existing KS EMBA program. Similarly, each new elective course will be vetted by the program committee at Schulich and follow the usual approval process.

In summary, the modified program structure consists of:
- *13 courses (11 core and 2 electives), delivered in 7 sessions of 5-days length each in York's Hyderabad campus.*
- *A 6.00-credit core course comprising the capstone project, which is supervised by Schulich faculty and conducted in a blended format of in-person and online sessions, over the last six months of the program.*
- *2 elective courses, delivered in a week-long session in York's Toronto campus.*
- *6 elective courses delivered in week-long sessions in four different partner locations in Brazil, Europe, China and South Africa (students pick and attend courses in three out of the four locations).*

The modifications bring the program closer in alignment with the existing KS-EMBA program while addressing the fact that various partner schools will be involved in the delivery of those electives and the students will have options to choose from within the program. The five international modules (China, Germany, Brazil, South Africa, and Toronto) allow the program to introduce instructors and subjects that better align with the needs of executives in the Southeast Asia region.

Appendix 4 shows the mapping of courses to the expected learning outcomes (the latter have not changed). As in the currently approved version of the program, a strong emphasis is placed on out-of-class learning, including peer learning that occurs on-site and off-site.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (*Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.*)

> *The only program that relates and might be affected by the proposed changes is the existing KS-EMBA program. The two programs share orientation and target the same population in the sense that both programs aim to serve mid-career executives with extensive managerial experience, who continue to work while pursuing their studies on a part time basis. However, the two programs have diametrically different geographic orientations as the EMPI focuses on Southeast Asia while the KS-EMBA serves North American (and predominantly Canadian) students.*

> *As envisioned in the original proposal, the programs will use to some degree the same instructors; however, both program directors see this as an opportunity to augment the skills of the existing Schulich faculty and create additional opportunities for teaching executive students among all existing instructors within Schulich's faculty complement; they do not see the two programs competing for limited resources.*

> *A statement from the Joint Kellogg-Schulich EMBA program director is attached in Appendix 6, stating his support for the EMPI program and the mutual benefits from the proposed changes.*

d) A summary of any resource implications and how they are being addressed. (*Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.*)

> *None, as compared to the original proposal. If anything, as 4 more courses will be taught by partner institutions, the use of Schulich instructors will impose fewer constraints than originally planned.*

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

> *None, as the program has not yet admitted any students.*

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

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Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
	Overview **The Schulich EMBA Program in India (EMPI) offers an executive MBA program that is geared towards educating managers in core and advanced management topics. The program runs in Schulich's Hyderabad campus but includes courses in Toronto and other international locations. It is scheduled to facilitate the busy work lives of practicing managers by offering courses over extended weekend sessions. Students engage in peer learning, international immersion and a capstone applied management project.**
Admission requirements are as follows: • ~~An applicant should have a~~ minimum of eight years of work experience with substantive management experience; ~~management experience could include executive, functional and/or project management experience. Successful entrepreneurs are also encouraged to apply.~~ • The applicant normally should possess a 4-year post-secondary degree ~~equivalent to Canadian university Bachelors degree from an accredited institution.~~ A candidate with a 3-years bachelor's degree plus outstanding management experience will also be considered. • An applicant who does not possess a suitable undergraduate degree but who has exceptional management experience may take the Graduate Management Admission Test (GMAT). The applicant must obtain acceptable scores on all components of the GMAT. • Applicants must submit strong recommendations from employers or colleagues who are in a position to evaluate the applicant's work experience. • ~~An applicant whose first language is not English will be expected to submit evidence of a high level of English competence. Such evidence includes a minimum of two years in a post-secondary degree in which the language of instruction was English, or an~~	**Admission** • Minimum of 8 years of work experience with substantive management experience • Applicants normally should possess a 4-year post-secondary degree **or a degree that is recognized as equivalent by the Faculty of Graduate Studies**.[1] A candidate with a 3-years bachelor's degree plus outstanding management experience will also be considered. The latter may be required to take the GMAT or GRE and obtain acceptable scores on all components thereof. • Applicants must submit **at least two** strong recommendations from employers or colleagues who are in a position to evaluate the applicant's work experience • **Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.** • All applicants will be interviewed prior to admittance.

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York University

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~~acceptably high IELTS or TOEFL score.~~

- All applicants will be interviewed prior to admittance.

Program, Progression and Graduation Requirements

~~The program consists of~~ 48 credit hours of courses, ~~of which 18 credit hours are 5000-level core management courses and 30 credit hours are 6000-level advanced topics.~~

~~All degree candidates~~ will be reviewed for ~~performance at the end of the fourth residential module.~~

~~Academic standards will be~~ identical to those ~~pertaining to the other formats of the York University MBA~~ program.

Program, Progression and Graduation Requirements

48 credits **of course work, consisting of:**

- **26 credits of core courses, including a Capstone Field Study**
- **22 credits of electives**

Students' performance will be reviewed for **promotion after completion of 12 credits and 22 credits.**

All other requirements are identical to those **of Schulich's other Masters programs.**

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[1] Undergraduate degrees not designated as honours degrees may be acceptable as the equivalent of an undergraduate honours degree if they contain a minimum of 120 credits (typically, a four-year program with full time enrolment) including the completion of a minimum of 6 credits at the fourth year level at an accredited postsecondary institution.

Three year first cycle undergraduate degrees from European institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.

Undergraduate degrees from Indian institutions that have received a ranking of five stars or A+ or higher by the National Assessment and Accreditation Council or from Indian institutions of higher education with whom York University has a signed partnership agreement may be acceptable as the equivalent of an undergraduate honours degree.

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Appendix 2: Curricular Structure of Revised Program

Proposed/modified EMPI	Current/approved EMPI	Current Joint Kellogg-Schulich EMBA
Core Courses		
EMPI 5000 2.0 Leadership in Turbulent Times	EMPI 5000 2.0 Leadership in Turbulent Times	EMBA 5000 2.0 Leadership in Turbulent times
EMPI 5100 2.0 Economics of the Business Enterprise	EMPI 5100 2.0 Economics of the Business Enterprise	EMBA 5100 2.0 Economics of the Business Enterprise
EMPI 5120 2.0 Managing Globally	EMPI 5120 2.0 Managing Globally	EMBA 6500 2.0 Managing Globally
EMPI 5160 2.0 Financial Reporting Systems	EMPI 5160 2.0 Financial Reporting Systems	EMBA 5160 2.0 Financial Reporting Systems
EMPI 5140 2.0 Managerial Decision Analysis	EMPI 5140 1.0 Managerial Decision Analysis	EMBA 5140 2.0 Managerial Decision Analysis
retired	EMPI 5510 1.0 Ethical Leadership in Complex Environments	
EMPI 5250 2.0 Individual and Group Behaviour in Organizations	EMPI 5250 2.0 Individual and Group Behaviour in Organizations	EMBA 5250 2.0 Individual and Group Behaviour in Organizations
EMPI 5180 2.0 Marketing in a Global Context	EMPI 5180 2.0 Marketing in a Global Context	EMBA 5180 2.0 Marketing
EMPI 5220 2.0 Financial Management	EMPI 5220 2.0 Financial Management	EMBA 5220 2.0 Financial Management
EMPI 5460 2.0 Operations Management *new course*		EMBA 5460 2.0 Operations Management
EMPI 5320 2.0 Management Planning and Control *course title change*	EMPI 5300 2.0 Managing for effective and efficient operations	EMBA 5320 2.0 Management Planning and Control
EMPI 5050 2.0 Competitive Strategy *new course*		EMBA 5050 2.0 Competitive Strategy
EMPI 6200 6.0 Applied Integrative Field Study	EMPI 6200 6.0 Applied Integrative Field Study	EMBA 6780 4.0 Global Strategy Project
Electives	*Specials Topics Courses*	
retired	EMPI 6720 4.0 Economics and competition in the European Union	
retired	EMPI 6440 2.0 International Business and Government Relations	
EMPI 6730 2.0 China's Economic Environment	EMPI 6730 4.0 China's Economic environment	
EMPI 6300 2.0 Value Creation and the Management of Change	EMPI 6300 2.0 Value Creation and the Management of Change	
EMPI 6450 2.0 Sustainability, Corporate Responsibility and Ethical Behavior	EMPI 6450 2.0 Sustainability, Corporate Responsibility and Ethical Behavior	
EMPI 6150 2.0 International Competitive Strategy	EMPI 6150 2.0 International Competitive Strategy	
EMPI 6600 2.0 Responsible Corporate Governance	EMPI 6600 2.0 Responsible Corporate Governance	
EMPI 6740 2.0 Economics and Competition in North America	EMPI 6740 2.0 Economics and Competition in North America	
EMPI 6050 2.0 Mergers and Acquisitions	EMPI 6050 2.0 Mergers and Acquisitions	EMBA 6050 Mergers and Acquisitions
EMPI 6350 2.0 Creating and Managing	EMPI 6350 2.0 Creating and Managing	EMBA 6350 Creating and

Strategic Alliances	Strategic Alliances	Managing Strategic Alliances
retired	EMPI 6200 2.0 Strategy Execution	
retired	EMPI 6340 2.0 Strategic Thinking and Action in Turbulent Environments	
retired	EMPI 6670 2.0 International Entrepreneurship	
New elective courses		*Elective Courses (Selection)*
EMPI 6520 2.0 Financial Instruments and Capital Markets		EMBA 6520 Financial Instruments and Capital Markets
EMPI 6190 2.0 New Venture Design		EMBA 6190 New Venture Design
EMPI 6490 2.0 Enterprise IT and Digital Transformation		EMBA 6490 Enterprise IT and Digital Transformation
EMPI 6400 2.0 Negotiation Strategies		EMBA 6400 Negotiation Strategies
EMPI 6310 2.0 Leading High Impact Teams		EMBA 6310 Leading High Impact Teams
EMPI 6380 2.0 Strategic Marketing Decisions		EMBA 6380 Strategic Marketing Decisions

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Appendix 4: Expected Learning Outcomes (remapping of courses)

The Executive MBA degree is awarded to a student who has demonstrated achievement in the following:

(# corresponding to individual courses as per the Legend below)

Expected Learning Outcomes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1. Depth and Breadth of Knowledge																										
a) knowledge of major disciplines used in management		V		V	V	V	V	V	V	V	V				V	V		V	V	V	V		V			V
d) understanding of the relationship between management and the environment, the role of sustainability in management practices, and the ethical responsibilities of management	V	V			V	V		V		V	V	V	V	V	V	V	V					V				V
2. Application of Knowledge																										
a) ability to apply management concepts to make effective operating decisions	V	V	V		V	V	V	V	V	V	V	V		V				V	V	V		V	V	V	V	V
b) ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries	V		V		V		V		V	V	V	V		V	V	V		V	V	V	V	V	V	V		V
4. Communication Skills																										
ability to communicate ideas, information, analyses, and recommendations effectively to a range of audiences, both orally and in writing		V				V	V				V	V			V	V	V					V		V	V	V
5. Leadership skills																										
a) ability to work effectively in teams both within a discipline and across disciplines	V					V					V	V	V	V								V		V	V	
b) ability to inspire and motivate individuals to contribute to common objectives	V		V			V					V	V		V			V			V				V	V	
c) ability to exhibit professional and personal integrity in decisions and actions	V			V				V		V	V			V	V		V							V	V	
6. Awareness of Limits of Knowledge																										
a) understanding of the limitations of acquired knowledge, skills and abilities, and an appreciation of the uncertainty, ambiguity, and limits to knowledge, as		V			V			V	V	V	V	V			V			V	V	V	V		V		V	V

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
well as how they might influence analyses, conclusions, recommendations and interpretations																										
b) ability to transfer skills effectively to new situations and environments	V			V	V		V	V	V	V	V	V		V								V			V	V

Legend:

Course number and title	#
EMPI 5000 – Leadership in Turbulent Times	1
EMPI 5100 – Economics of the Business Enterprise	2
EMPI 5120 – Managing Globally	3
EMPI 5160 – Financial Reporting Systems	4
EMPI 5140 – Managerial Decision Analysis	5
EMPI 5250 – Individual and Group Behaviour in Organizations	6
EMPI 5180 – Marketing in a Global Context	7
EMPI 5220 – Financial Management	8
EMPI 5460 - Operations Management	9
EMPI 5320 – Management Planning and Control	10
EMPI 5050 – Competitive Strategy	11
EMPI 6780 – Applied Integrative Field Study	12
EMPI 6730 – China's Economic Environment	13
EMPI 6300 – Value Creation and the Management of Change	14
EMPI 6450 – Sustainability, Corporate Responsibility and Ethical Behavior	15
EMPI 6150 – International Competitive Strategy	16
EMPI 6600 – Responsible Corporate Governance	17
EMPI 6740 – Economics and Competition in North America	18
EMPI 6050 – Mergers and Acquisitions	19
EMPI 6350 – Creating and Managing Strategic Alliances	20
EMPI 6520 - Financial Instruments and Capital Markets	21
EMPI 6190 – New Venture Design	22
EMPI 6490 - Enterprise IT and Digital Transformation	23
EMPI 6400 – Negotiation Strategies	24
EMPI 6310 – Leading High Impact Teams	25
EMPI 6380 – Strategic Marketing Decisions	26

Degrees, Certificates and Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor of Commerce+
Bachelor of Disaster & Emergency Management
Bachelor of Disaster & Emergency Management (Honours)
Bachelor of Human Resources Management
Bachelor of Human Resources Management (Honours)
Bachelor of Public Administration (Honours)
Bachelor of Social Work (Honours)

Faculty of Education
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Education
Bachelor of Education, Indigenous Teacher Education
   Program (ITEP)
Bachelor of Education (Technological Education)

Faculty of Environmental Studies
Bachelor in Environmental Studies
Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Fine Arts (Honours)
Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science, Bachelor of Science (Honours)
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)
Baccalauréat ès arts
Baccalauréat ès arts (Spécialisé)
Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*
Doctor of Philosophy
Master of Accounting
Master of Applied Science
Master of Arts
Master of Business Administration
Master of Business Analytics
Executive Master of Business Administration
International Master of Business Administration
Master of Conference Interpreting
Master of Design
Master of Disaster and Emergency Management Degree
Master in Environmental Studies
Master of Education
Master of Fine Arts
Master of Finance
Master of Financial Accountability
Master of Fitness Science

Master of Human Resources Management
Master of Kinesiology
Master of Laws
Master of Leadership & Community
   Engagement
Master of Management
Master of Public and International Affairs
Master of Public Policy, Administration & Law
Master of Real Estate & Infrastructure
Master of Science
Master of Science in Nursing
Master of Social Work

Faculty of Health
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Health Studies
Bachelor of Health Studies (Honours)
Bachelor of Science in Nursing (Honours)

Lassonde School of Engineering
Bachelor of Engineering
Bachelor of Applied Science (Honours)
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts
International Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
International Bachelor of Science (Honours)

Faculty of Science
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Science (Technology)
International Bachelor of Arts
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)

Osgoode Hall Law School
Bachelor of Laws/*Juris Doctor*

Schulich School of Business
Bachelor of Business Administration (Honours)
International Bachelor of Business
   Administration (Honours)

*Master or Magisteriate / Doctor or Doctorate

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Undergraduate Certificates

Faculty of Liberal Arts and Professional Studies
Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Professional Accounting
Advanced Certificate in Gender and Women's Studies
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of Other Languages
Certificate of French Language Proficiency (Basic, Intermediate and Advanced)
Certificate of French Language Proficiency in Business (Basic, Intermediate and Advanced)
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish Language
Certificate of Proficiency in Chinese Language
Certificate of Proficiency in German Language
Certificate of Proficiency in Japanese Language
Certificate of Proficiency in Modern Hebrew Language
Cross-Disciplinary Certificate in Anti-Racist Research and Practice
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in South Asian Studies
General Certificate in Law and Society
General Certificate in Refugee and Migration Studies
General Certificate in Gender and Women's Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Financial Planning
Professional Certificate in Health Services Financial Management
Professional Certificate in Human Resources Management
Professional Certificate in Human Resources Management for Internationally Educated Professionals
Professional Certificate in Information Technology Auditing and Assurance
Professional Certificate in Investment Management
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Administration & Law
Professional Certificate in Public Policy Analysis
Professional Certificate in Real Estate

Faculty of Education
Certificate in Educational Studies
Diploma in Teacher Preparation in the Education of Deaf and Hard-of-Hearing Students

Faculty of Environmental Studies
Certificate in Geographic Information Systems and Remote Sensing
Certificate in Sustainable Energy
Cross-Disciplinary Certificate in Cultural and Artistic Practices for Environmental & Social Justice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science
Professional Certificate in Digital Design

Glendon College / Collège universitaire Glendon
Bilingual Certificate in Public Administration and Public Policy
Certificat en rédaction professionelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional Communication

Faculty of Health
Certificate in Psychometrics
Cross-Disciplinary Certificate in Aging
Cross-Disciplinary Certificate in Health Informatics
Professional Certificate in Athletic Therapy (Concurrent Option)
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Program Cert.

Lassonde School of Engineering
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Meteorology
Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship+

Schulich School of Business
Certificate in Managing International Trade and Investment

Faculty of Science
Professional Certificate in Actuarial Science+

Access/Bridging Programs
Certificate of Completion
Certificate of Completion in Educational Studies
College - University Accounting Bridge Program
Transition Year Program Certificate of Completion

Faculty of Graduate Studies

Graduate Diplomas

Diploma in Advanced Accounting (Type 1)
Diploma in Advanced Hebrew & Jewish Studies (Type 2)
Diploma in Arts, Media and Entertainment Management (Type 2) +
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Comparative Literature (Type 2)
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 and 3)
Diploma in Education in Urban Environments (Type 2 and 3)
Diploma in Environmental/Sustainability Education (Type 2 and 3)
Diploma in Financial Engineering (Type 2 and 3)
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)
Diploma in Health Psychology (Type 2)
Diploma in Intermediate Accounting (Type 3)
Diploma in International & Security Studies (Type 2)
Diploma in Interpreting (Type 1)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 and 3)
Diploma in Latin American and Caribbean Studies (2)
Diploma in Mathematics Education (Type 2 and 3)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and 3)
Diploma in Professional Accounting (Type 3)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in Theatre Studies (Type 3)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 3)
Diploma in World Literature (Type 2)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

+New / Revised for 2017-2018

New Program Approvals by the
Ministry of Advanced Education and Skills Development

University	Program
Algoma University	BSc Honours in Environmental Science
Carleton University	Graduate Diploma (Type 2 and 3) in Curatorial Studies
	MSc and PhD in Health Sciences
	PhD Biomedical Engineering (Joint with University of Ottawa)
	Bachelor of Media Production and Design (BMPD)
Laurentian University	Master of Science Communication
	Master of Architecture
McMaster University	Master of Financial Math (MFM)
University of Ottawa	Undergraduate Certificate in Social Innovation
	Graduate Diploma in Social Organizations Development
Queen's University	Professional Masters of Medical Sciences
	Graduate Diploma (type 1 and 3) in Medical Sciences
	MA in Arts Leadership
	Graduate Diploma (Type 1 and 3) in Arts Management
	Undergraduate Certificate in Law
	BA Honours in Languages, Literature and Culture
	BA Honours in Politics-Philosophy-Economics
	Doctor of Science in Rehabilitation and Health Leadership
	PhD in Gender Studies
	Professional Masters in Biomedical Informatics
	Graduate Diploma (Type 1 and 3) in Biomedical Informatics
Ryerson University	MA in Criminology and Social Justice
University of Ontario Institute of Technology	Bachelor of Commerce, Major in Technology Management
	Bachelor of Information Technology, Major in Technology Management
University of Toronto	Master of Management Analytics (MMA)
University of Western Ontario	Graduate Diploma (Type 3) in Mining Law, Finance and Sustainability
	Master of Data Analytics
Trent University	BSc Honours in Environmental Geoscience

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of September 28, 2017

FOR INFORMATION

APPRC met on September 7 and 21 and submits the following report for information.

1. Fulfilling APPRC's Mandate

The inaugural meeting of 2017-2018 began with a thorough discussion of the Committee's mandate informed by the terms of reference, a 2016-2017 retrospective, examples of recent major initiatives, a history of planning at York, and last year's report on discussions with the Deans, Principal and University Librarian (Senate, May 2017). Senate has high expectations of APPRC. Members of the Committee are committed to living up to them, and to providing Senators with the kind and quality of information, recommendations, evaluation, monitoring and support they need to fulfill their own important roles at Senate, in their Faculties, and in their local units and programs. Senate meetings are short and we will endeavor to focus on the highest priorities and help frame discussions in ways that empower and maximize participation.

The Committee welcomes questions about APPRC's agenda and reports at any time, and invites suggestions about how we can best serve Senate and the collegium. Input can be given to the Chair at Senate meetings or addressed to the Committee's Secretary Robert Everett (beverett@yorku.ca).

2. The University Academic Plan in the Year Ahead

Senate approved University Academic Plan 2015-2020 in February 2016. The realization of objectives will be of paramount concern for Senate and APPRC over the next few years and provide critical focus for all Senate committee agendas annually. This coming year will feature numerous opportunities for Senate engagement with implementation initiatives such as Institutional Integrated Resource Plan working group recommendations. APPRC will establish its priorities for the year in the near future and provide more information on UAP implementation at the October meeting. It is hoped that Senators will be strong advocates for the UAP in their Faculties and other collegial settings, and actively participate in the process of both "making the UAP matter" and helping to bring its objectives to fruition.

The Committee sponsored a series of "UAP Spotlight" discussions from January to May. Each focused on a priority area of the UAP. Two priority areas will be the subject of brief talks in the autumn at which time Senators will be able to gain a greater understanding of the objectives and pose questions or make suggestions about their achievement.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

The UAP is posted on the Governance Documents pages of the University Secretariat Website and may be accessed from this link

http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf

Please contact the Secretariat if you would like to have a hard copy version.

3. Priorities for 2017-2018

In the autumn, Senate committees develop priorities for the year. To do so helps ensure that the most pressing issues receive appropriate attention. This exercise is now in progress and APPRC will report to Senate Executive soon on its priorities for 2017-2018. Items that are likely to be candidates for priority status include the following:

- the soon-to-be-finalized Strategic Mandate Agreement 2 together with preparations for SMA3, which will have greater impact on university funding

- renewal of the Strategic Research Plan, the next iteration of which will be the subject of wide, intense consultations leading to approval by Senate in the spring of 2018

- planning for the Markham Centre Campus (see below)

- pursuit of innovation and quality in line with UAP priority area 1 – Innovation and Quality Programs – and the need for programs to have the tools, space and incentives for sophisticated, creative development of curriculum reform

- addressing IIRP working group recommendations and ensuring that Senators are knowledgeable about initiatives and empowered to apply them in their local circumstances.

The University Academic Plan will, as always, be the foundation for the work of APPRC.

Among these, quality will be of paramount interest to the Committee and, we believe, to Senate. In that light, the meeting of September 21 featured a lengthy conversation, facilitated by opening thoughts from the Provost, on innovative and quality programs. Continuing Senators may recall that a presentation by Vice-Provost Pitt was abbreviated by the press of other business. It is important to resume and sustain that conversation. In particular, there is much to be gained from thinking about what quality means and how it is expressed, sharing success stories – and there are some excellent examples of collegially-designed programs of recent vintage – putting quality at the forefront of planning, and giving life to the UAP's objectives through an enthusiastic commitment to the possibilities. APPRC is now considering how it can pursue this theme. Certainly we will want to partner with ASCP and others.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

4. Institutional Integrated Resource Plan

In her year-end report last June, Provost Philipps updated APPRC and Senate on IIRP and the working groups set up to develop recommendations. New and continuing Senators alike may wish to access the report at

http://secretariat.info.yorku.ca/files/Item-8-APPRC-Provosts-Report.pdf

5. Strategic Research Plan Renewal

As APPRC reported in June, Senate approved the Strategic Research Plan 2013-2018: Building on Strength in March 2013. The process leading to renewal of the plan in 2018 began with an informal discussion with Vice-President Haché on June 1. At that time the Committee provided preliminary advice on the renewal process – which will involve APPRC and Senate.

On September 21, the VPRI provided a more detailed sense of timelines, how the process will unfold and what it will cover. The Committee provided further advice on the process and the content of the document. In doing so, APPRC

- agreed that the Chair of APPRC or designate will be a member of the SRP Advisory Committee
- endorsed the proposed process

Consultations will begin this autumn and carry on through two phases, the second of which will culminate with a recommendation from APPRC to approve the plan.

We urge Senators to avail themselves of opportunities to participate in the development of the SRP.

6. Markham Centre Campus Planning

Markham Centre Campus planning is a standing item on the Committee's agenda. Based on a discussion at Senate in November 2015 the Committee will "report monthly to Senate; it will facilitate reports – oral and written -- by the Provost; it will ensure Senate is fully informed of developments and engaged; and provide its own commentary as appropriate."

The most recent report from the Provost is an extremely important one. It takes the form of a consultation paper focusing on governance models, a matter that has been of great interest to APPRC, Senate Executive, Senate and the collegium. The paper is thorough and thoughtful and articulates key planning principles. The Senate meeting of September 28 offers Senators a significant opportunity to provide input at this stage of campus development.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

In its discussion of the document, APPRC commented on the following aspects:

- the role and reporting lines of the Vice-Provost Markham
- the implications of the SHARP budget model (the way in which SHARP will be applied to Markham is still under discussion)
- the need for stakeholders to be involved at the earliest stage (stakeholders would include those who are developing programs proposed for Markham and others interested in opportunities to mount courses at the campus)
- the appropriate mode of consultation (which the Committee advised that it should be comprehensive)
- the need for evidence-based decision-making as planning proceeds

The Committee also recalled the reasons why Markham was not conceived as a Faculty – due to the scale of the programs, enrolment forecasts, multi-Faculty involvement and the like). It was felt strongly that structures should not be too rigid at the outset since the offerings at Markham are likely to evolve.

What are your thoughts on the paper?

We renew our call for the Deans, Principal and University Librarian, and Senators to take up discussions of Markham in collegial settings.

Please note that questions and comments about Markham planning are welcome at all Senate meetings and may also be addressed to APPRC's Secretary, Robert Everett (beverett@yorku.ca).

Documentation is attached as Appendix A.

7. Sub-Committee Members for 2017-2018

The Committee has nearly completed the process of populating its sub-committees.[1]

Sub-Committee	Members
Technical Sub-Committee	Lisa Philipps, Provost *Chair* Robert Haché, VPRI Lesley Beagrie, Chair of Senate Thomas Loebel, Chair of APPRC Robert Tsushima, Science
Quality Assurance (Joint Sub-Committee with ASCP)	David Leyton-Brown, Academic Colleague Joanne Magee, LA&PS
Organized Research Units	David Flora, Health

[1] The Council of ORU Directors will name its member of APPRC in October. A number of other sub-committees fall within the APPRC organizational structure, or report to Senate through APPRC, but are supported by the Office of the Vice-President Research and Innovation.

	Robert Haché (Ex officio - VPRI) Dayna Scott, Osgoode Richard Wildes, Lassonde ORU Director on APPRC TBA
Equity Sub-Committee (Senate Executive)	Thumeka Mgwigwi, York University Libraries

8. Welcome to New Members

The Committee is pleased to welcome its new members: Ellen Gutterman (Glendon), Richard Irving (Schulich) Joanne Magee (LA&PS) and Robert Tsushima (Science). Three faculty members seats are vacant and we hope that they will be filled soon. We are also looking forward to welcoming the two student members in the near future.

T. Loebel
Chair of APPRC

Collegial Governance Structures for Markham Centre Campus

Draft Options Paper

I.   Introduction and Process for Consultation

This paper addresses collegial governance as a critical element in planning for the opening of York University's Markham Centre Campus ("MCC"). It was compiled by the Office of the Provost with contributions from the Senate Secretariat and the Deans' Offices in each of the Faculties that are developing programs to be offered at MCC as of September, 2021, as well as the Faculty of Graduate Studies.

The document is intended to serve as a reference point to inform consultations with the University community in 2017-18. Input will be solicited in writing and through in person discussions with Senate, Faculty Councils and student governments. These consultations will assist the Provost's Office in developing specific proposals for MCC governance structures, to be approved through normal Faculty and Senate processes.

Part II sets out some starting assumptions based on the legislative framework for governance of the University and its commitments to its employees. It also suggests five principles to inform the development of collegial governance structures and processes for the new campus.

Part III provides context by summarizing information that has been circulated previously about the undergraduate and graduate programs currently being planned for phase one of the Markham campus, defined as 2021-27, and enrolment projections at the beginning and end of this period.

Part IV addresses questions about local governance at MCC, and how this could be integrated with Faculties, Departments and other units based at Keele.

Part V turns to Senate and its Committees, setting out a number of possible options for how Markham-based colleagues could participate.

Part VI concludes briefly. Appendix A is a brief review of literature on governance practices at other multi-campus universities in Canada and selected other countries.

Note that this paper focuses on collegial governance, defined as governance of academic matters through Senate and its Committees, and through academic units including Faculties, Departments, Divisions and Schools. Questions of administrative staffing and services are equally complex and important in their own right. The Division of the Vice-President Finance and Administration and the Division of Students are developing service models that could work for MCC, to be shared with the community in due course. Administrative staffing and services are addressed only peripherally in this paper as they arose in our research on collegial governance. Likewise, governance

questions surrounding our relationships with community partners in York Region are important but beyond the scope of this paper.

II.   Guiding Principles

MCC is being developed around a broad vision of "one university, many campuses." It is to be fully a part of York University, its mission and values. At the same time, designing a new campus provides an opportunity to experiment and innovate. The campus will be an incubator for bold ideas that have the potential to advance academic priorities in new and creative ways, for the benefit of students, faculty and staff across the University.

Fundamentally, the University's existing governance policies, processes and norms will extend to MCC. The York University Act applies to the entire institution and MCC ultimately is overseen by Senate and the Board of Governors, as with any other activity of the University. Further, all collective agreements between York University and its bargaining units will be respected in regard to employees located at the Markham campus.

MCC will not be a separate Faculty. Instead, all of its program offerings will be aligned with existing Faculties. However, MCC will also require its own dedicated academic leadership. A search committee, Chaired by the President, has been constituted to recruit a Vice-Provost Markham to serve as the lead academic administrator for MCC (http://president.yorku.ca/search-committees/vp-markham/).

York University will also be working in partnership with Seneca College at the new campus. The precise nature of this collaboration is still under discussion and may also have implications for how we think about governance.

Proceeding from these basic assumptions, the balance of this paper considers how the University's collegial governance system should evolve to address the creation of a new campus. The following five principles are suggested to inform the discussion:

1.   ***Create a vibrant academic community at MCC***. In order to succeed the new campus must become a place where people want to be. Collegial governance should be designed to foster a thriving community of scholarship and learning that encourages collaboration across programs and disciplines.

2.   ***Take a student-centred approach.*** Identified as a key priority in the University Academic Plan 2015-20, taking a student-centred approach means "viewing everything we do from a student lens". Governance models should facilitate an excellent, seamless student experience at MCC, not just academically but in all aspects of student life.

3.   ***Allow time to grow in***. MCC enrolments are expected roughly to quintuple in size between 2021 and 2027 (see Part III below for details).   What works at the outset may not be ideal in the

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outer years. In addition, the steady-state governance model should be developed with input from Markham colleagues who will join us in the coming years.

4. ***Tailor governance to fit different programs***. Depending on their scale and relationship to existing programs and Faculties at the Keele campus, different programs may benefit from different governance models. We should not expect a "one size fits all" model.

5. ***Create community across York University***. Governance models must also promote connection, community and shared interests between MCC and the wider University. This will be especially critical at the outset when Markham will be small and new colleagues will need support from more established faculty who conceived and designed the programs at MCC. The right collegial governance structures should help to promote the relationships that will be essential to success as a multi-campus University. While MCC students must have the opportunity to complete their entire programs at MCC if they wish, they will also benefit from feeling a part of York and understanding all that it has to offer.

III. MCC Academic Programs and Projected Enrolments

All of the information below has been shared with the community previously in various forms. It is included here in summary format as part of the context for framing governance options. Programs will be offered by six Faculties in the first phase of MCC: Arts, Media, Performance & Design, Education, Environmental Studies, Lassonde School of Engineering, Liberal Arts & Professional Studies, and Science. Enrolment projections are approximate and subject to revision, but give a sense of the relative scale and the anticipated nature of each Faculty's presence at MCC.

MCC Programs and Projected Enrolments, 2021-27

Faculty	Undergraduate Programs	Graduate Programs	Projected Total Enrolment 2021 (FFTEs)	Projected Total Enrolment 2027 (FFTEs)
AMPD	BA "VERGE" – Visualization; Games and Entertainment; Critical and Creative Entrepreneurship	MA (Interdisciplinary)	141	482
Education	Bed – Math/Science Focus	MEd	62	121
FES	BES (Environmental Management Stream) – with GIS Certificate Option		24	157
Lassonde	BASc (Liberal Engineering;	Masters – Big Data/Computer Science (Phase 1 or 2		

Engineering	possible ICT)	TBD)	19	186
LA&PS	BComm BA – Social Science/Liberal Arts BA – Criminal Justice Administration	MSc - Management	291	1899
Science	BSc – Medical Biotechnology BSc – Entrepreneurial Science	Masters in Biotechnology	181	777
Total Projected Enrolments (FFTEs)			**718**	**3622**

Seneca College will be a significant partner at MCC and its students will bring the projected FFTEs to approximately 4,000 by 2027. Seneca is currently developing a new Bachelor of Interactive Media as well as pathway programs in Liberal Arts, Science, Gerontology, and Computer Programming to be offered at MCC.

IV.   Local MCC Governance and Integration with Faculty Structures

The programs at MCC are to be offered by existing Faculties, raising a host of interrelated governance questions that can be grouped as follows.

1. *Questions about governance at the unit level*. References to a "unit" in this paper refer to a Department, School or Division to which faculty members can be appointed. Will any new departments or other sub-Faculty academic hiring units be created at MCC? If not, will programs be affiliated with existing units on the Keele campus? Or will they be interdisciplinary programs, shared and delivered by faculty from multiple hiring units?

2. *Questions about governance at the program level*. What kinds of program director, coordinator or other roles will be created to provide strong academic leadership for undergraduate programs, especially in cases where there is no dedicated unit at MCC? How will graduate program leadership be effected? Will Masters degrees be delivered as extensions of or streams within existing graduate programs, or will MCC have its own graduate program structure with dedicated GPDs?

3. *Questions about complement planning and assignment of teaching*. What combination of new hires, relocation of faculty, or multi-campus teaching is envisioned, in order to attain a healthy faculty presence at the campus? What will be the process for recruiting new faculty for MCC? How will new hires be assigned to new or existing units for purposes of appointments, tenure and promotion, workload assignment, and other elements of their employment relationship? What

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will be the process to consider requests by any current faculty who wish to move their teaching and their offices to MCC?

4. *Questions about governance at the campus level*. What kinds of local governance bodies or practices will be needed at MCC to promote community and reach collective decisions on matters of distinct relevance to the Markham campus? Should a campus-wide governance body be created, akin to a Faculty Council? If so, how will faculty and students participate directly or be represented? What will be the mandate of the Vice-Provost Markham? How will he or she share responsibility for and leadership of MCC with the Deans of those Faculties that offer its programs? How will the Vice-Provost Markham report to and work with the University President and Vice-Presidents?

5. *Questions about integration with Keele-based Faculties and units*. How will Markham-based people, programs, and units be integrated into the collegial life of their home Faculties? How will coordination be achieved across the two campuses for purposes of curriculum planning, faculty recruitment, timetabling, and other matters that could implicate both campuses, or people sharing time between them?

Each of these areas is considered below with examples and preliminary observations about potential answers to at least some of these questions.

1.   Governance at the Unit Level

Once again, a "unit" in this paper refers to a Department, School or Division to which faculty members can be appointed. Non-departmentalized Faculties are also hiring units, but as the University has decided not to create MCC as a separate Faculty, the discussion below is limited to the question of sub-Faculty units.

Several factors are likely to impact the decision of whether to create any new academic units to house particular MCC programs. These include,

- the existing structure of the Faculty that is offering the program in question (departmentalized or not);
- the degree to which the Markham program is a logical fit with, or extension of, an existing department or school at Keele; and
- the anticipated size of the student body and faculty complement for the program.

Non-departmentalized Faculties such as Education and FES likely would not wish to introduce a departmental structure via Markham. Furthermore, both will have a relatively small presence at the campus. Education will not be offering any new programs in Markham but rather specific, targeted versions of existing programs (B.Ed. & M.Ed.). For Education it is seen as important to maintain a united decision making structure so that the Markham programs, even if distinctive in character, structure and design do not operate independently of their parent programs. The

programs at Markham therefore would be seen as part of the larger B.Ed. and M.Ed. and fall under the Faculty's existing governance structure in terms of Graduate & Faculty Council and the various standing committees of these.

The context is different for departmentalized Faculties where the addition of a new unit would not in itself radically alter the Faculty's governance structure. Here an important consideration will be whether MCC programs are logically connected to an existing unit at Keele which could simply extend its operations to a second site.

In LA&PS, for example, the B.Com is a single program that will be offered at two sites for a period of time. There is some interest in moving the entire School of Administrative Studies (SAS) eventually to a new base at MCC, which would give the B.Com program more visibility, a strong identity and presence, and would facilitate creation of a flagship daytime business program. However with 4500 students the space at MCC will not be sufficient in Phase 1 to accommodate such a move. Rather than splitting the B.Com into two units it will be more suitable to divide it between the two sites but keep both under the auspices of SAS.

By contrast, it is not as obvious which existing unit or units should house the two new undergraduate programs to be offered by LA&PS in Liberal Arts/Social Sciences and Criminal Justice Administration. These are distinctly new programs to be delivered by faculty with a variety of disciplinary affiliations. Creating a new department to house these programs would entail some administrative costs, as it would require at least a Chair and one UPD. The creation of departments at MCC may be unwieldy at the outset and may raise barriers to collaboration and sharing of courses across programs. On the other hand, a departmental structure may have the advantage of increased autonomy in program development, ease of building intellectual community, and possibly better advising, especially if the curriculum is also to offer general education/common first year offerings at MCC.

As an alternative to a department, the new LA&PS programs and their faculty could be attached to an existing unit or units at Keele. Program coordinators could be appointed at Markham, and their roles could be designed to ensure strong lines of communication with the unit Chair and Dean's Office at Keele (as discussed next under "Governance at the Program Level"). Starting with a program structure may minimize the need to identify new hiring practices or T&P standards, especially because the initial enrolment projections are relatively small.

The School of Arts, Media, Performance & Design (AMPD) is developing new programs for Markham with the explicit goal of transcending the traditional disciplinary orientations in which its departmental structure is rooted. These innovative programs will capture emerging interest in combining different forms and modes of creative activity in novel ways. By definition, then, it may be challenging to attach these programs and their faculty to any one of AMPD's existing Departments. AMPD will have the third largest undergraduate presence at MCC (after LA&PS and Science). Based on projected enrolments, the BA currently known as "VERGE" will have a student body larger than that in any existing Department at Keele. It may well be desireable to create a

new unit to house the MCC programs, either at the outset or when they reach a given scale.

The alternative would be for AMPD's new programs to be delivered by faculty who are appointed to a mix of the existing AMPD Departments. New hires would be appointed to whichever unit most closely fits their expertise, though this may be somewhat artificial for those whose creative practice truly crosses traditional lines. The University already offers some interdisciplinary programs along this model. An inherent risk of such a structure is that no unit takes primary ownership of the program, leading over time to missed opportunities as the program struggles to attract time, attention and resources from the various units which support it, but which naturally prioritize their own primary programs. Moreover as the programs grow, having faculty appointed to a number of different units would create coordination challenges. Chairs would need to understand and balance the needs of Markham- and Keele-based programs in assigning undergraduate and graduate teaching, deciding on course release and sabbatical requests, etc. Existing units may also feel it would be better to consolidate their focus at Keele, rather than dividing their efforts between two campuses.

The simplest model for AMPD may be to create a new Department from the outset. A Chair could be appointed first with lead responsibility to oversee the start up of the programs, with additional faculty appointed as enrolments grow and upper year courses are introduced (the Lassonde School of Engineering provides a precedent for this model). Alternatively the MCC programs could be led at least initially by a coordinator with a direct reporting line to the Dean, who could ensure the needs of Markham are appropriately balanced and integrated with needs at Keele.

Science and Lassonde are also departmentalized Faculties. Science will have the second largest presence at MCC, after LA&PS, and will need to offer a suite of courses to surround its specialized undergraduate programs in Biochemistry and Entrepreneurial Science. It would not be feasible to replicate existing Departments of Physics, Math and Statistics, etc, each of which may have only a couple of faculty based at Markham. The new programs could be offered at least initially by faculty appointed to various existing departments of Science, as discussed above in relation to AMPD and LA&PS. As the programs grow over time, Science may want to consider establishing a new general science department at Markham, with its own Chair and the ability to appoint faculty directly.

Lassonde's presence at MCC will be smaller, and the nature of the programs to be offered there is still under discussion. However it is likely that a degree in Liberal Engineering would not map simply onto any one of the School's existing departments.

2.   Governance at the Program Level

Returning to the guiding principles stated at the outset, governance should promote an excellent student experience and set the Markham campus up to succeed as a community. Strong leadership at the program level may be key here especially, but not only, for those programs

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housed in a Keele-based unit.

For programs housed in a Markham-based unit, the Department Chair or equivalent will serve as a clear champion and voice in collegial governance at the Faculty and Senate levels. Even so, additional program-level leadership (UPD or otherwise) may be needed depending on the size of the student body and the nature of the curriculum and experiential learning opportunities, for example. Such leadership will be even more critical for programs housed in a Keele-based unit.

A large program like the B.Com, for example, would need a Markham UPD and Area Coordinators for at least its largest streams such as Accounting.   The Faculty of Education programs will be much smaller but will nonetheless need a faculty member who is teaching at Markham to take on some academic coordination responsibility. The role of local program administrators will be to ensure that programs are effectively integrated and balanced, to protect the principles of general education, and to be vigilant regarding any individual decisions that shortchange the collective well-being of the Markham programs.

Where a program has no Markham-based unit, a local program director or coordinator may need to have a slightly expanded leadership role. For example they might participate in Faculty-wide meetings of Chairs and Directors, or have an ex officio seat on search committees to recruit faculty for the Markham program. They might be invited to share their views on complement needs directly with the Dean. Or, the Vice-Provost Markham might serve in such capacities to represent the particular needs of the program from the perspective of MCC.

Graduate program governance will raise some unique issues. The FGS Dean's Office has offered a number of preliminary thoughts about governance of graduate programs offered at MCC:

- It is important to distinguish between graduate degrees and Graduate Programs. If a degree (e.g., Master's in Biotechnology) is to be housed in a Keele Graduate Program (e.g.,Biology), then the curriculum governance remains the same (e.g., Graduate Program in Biology --> FGS [with suggested consultation within Faculty of Science curriculum committees] --> Senate). Internal/local Graduate Program governance structures may need to adapt. If entirely new Programs were created for Markham, there would ordinarily be a Graduate Program Director, a Graduate Executive and/or Council, student representative to FGS Council, and a Delegated Research Ethics Committee. However, if the Markham degrees are not part of new Programs, then, the degrees could be incorporated into existing Program governance structures. Depending on the enrolment level it may be helpful to appoint a Markham-based Associate Director (the model at Osgoode Professional Development could be explored).
- Grad students' positive experience often depends on good GPDs and strong GPAs providing front-line service in a timely manner. There should be on-site academic and staff advisors who can meet with students; they may not necessarily be tied to one program. For example, there might be a GPA who serves a number of different degrees. Depending on how degrees cluster, some sharing of GPD duties may also be in order to ensure that

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GPDs (or "MCC designates") are available to Markham graduate students. This might be an opportunity to adjust reporting lines around graduate student support more broadly. It may be useful to look at either Schulich or OPD as a service delivery model that addresses student populations at different sites.

- The role of the Vice-Provost Markham in relation to graduate programs and students will need to be defined.
- Markham faculty would continue to have appointments to FGS for graduate teaching and supervision. All new tenure stream faculty members for MCC should be grad-ready for appointment to FGS.
- Student membership on FGS Council is capped at 25% by Senate rules. As the graduate student population at Markham grows the question of how best to represent their interests on FGS Council will need to be addressed.

3.   Complement Planning and Assignment of Teaching

Faculties offering programs at Markham will need to consider the size and make-up of faculty complement needed at the new campus in the planning stages, at the time of opening in 2021, and in subsequent years as enrolments and curricula grow. Complement planning will follow the normal process for complement requests and is expected to involve some combination of the following:

- consulting with current faculty in relevant areas about what role they might play on the new campus, with some individuals potentially shifting all or the bulk of their teaching and other activities to MCC (with the goal of identifying voluntary relocations);
- recruiting new faculty to be based at Markham; and
- recruiting new faculty to fill complement gaps at Keele if some colleagues move to MCC.

A critical question is the degree to which MCC programs should rely upon faculty who are based at Keele, but travel to Markham to deliver specific courses. It seems likely that some bi-campus teaching will be needed and in fact could be useful to promote the integration of Markham with the rest of the University. This is not dissimilar to the existing bi-campus teaching of colleagues who travel between Keele and Glendon. Video conferencing facilities may also enable some degree of virtual bi-campus teaching.

However, relying too heavily on "drop in" or virtual models of program delivery would make it difficult to establish a robust academic community at the new campus, which requires meaningful relationships among colleagues and between faculty and students. Faculties will need to assess what number of faculty should be based primarily at Markham in order to build that local presence.

Being based at Markham would mean having one's faculty office there (and for some their lab or studio space), and doing all or the majority of one's teaching and service there. Faculty and students based at MCC will be supported by on-site administrative staff for day-to-day operational

needs, though some functions that do not require a constant presence would continue to be delivered by Keele-based staff. Faculty offices are being designed to meet the standard University size of 11.2 m.sq. The building will also include some designated swing space so that faculty who are coming from Keele to teach a course will have access to temporary offices as needed to meet with students, prepare for class, etc. Consultations on the conceptual design for the building will be occurring this fall.

Faculties can also consider if there are opportunities for new Markham hires to teach a course at Keele. Where appropriate and feasible, this could allow a new faculty member to focus their energies primarily on developing the Markham program while at the same time fostering their integration into their home Faculty. It would also provide another avenue for renewing complement at Keele, especially in units where full appointments may not currently be possible. Ensuring that Keele-based programs can benefit directly from some of the new hiring for Markham is also a way to build excitement and maximize the opportunity that the new campus represents for the entire University.

Some programs at MCC may also require Teaching Assistants. Science would want to provide TA opportunities for the thesis-based graduate students who will be stationed in research labs at Markham. This is seen as important for graduate students' own professional development as well as a way in which they can be financially supported during their graduate work. However, anticipating a research Faculty complement of about 12 professors, the pool of Masters students at MCC may not be sufficient to meet the need for TAs or tutorial leaders/demonstrators. Other universities with a shortage of graduate TAs rely effectively on 4th year undergraduate students or on contract faculty to fill these roles.

Recruitment processes will need to be designed for hiring new Markham faculty. It is important to remember that only units can hire faculty (hiring units include Departments, Divisions, Schools and non-departmentalized Faculties). Recruitment processes will therefore depend in part on decisions made about unit-level governance. Where the Markham program in question is to be delivered by a single existing hiring unit, that unit's normal recruitment process could well serve as the starting point, though it may need to be shaped to ensure appropriate representation of Markham interests. For new cross-disciplinary programs, a new recruitment process will need to be designed almost from the ground up. At the outset search committees likely should include faculty with program-area expertise (including Markham colleagues if any), and appropriate representation from the relevant department(s) and Faculty. It will also be important to consider what role the Vice-Provost Markham should have in recruiting faculty for the campus, whether providing input to Deans and Chairs, sitting as a member of search committees, or otherwise.

Once the initial core faculty for a Markham-based program have been identified or appointed, they should have a voice in future recruitments for the program. For example the Chair of a new department based at Markham would need to be involved in subsequent appointments to the department. Even where there is no Markham-based unit, program coordinators and faculty charged with delivering the Markham programs likely should be represented in some way on any

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future hiring committee for the program.

Teaching loads for tenure stream faculty based at MCC would follow existing Faculty- and unit-based workload documents informed by the YUFA Collective Agreement. Any new MCC units would need to establish workloads consistent with this framework.

Processes for Markham-based faculty to progress through the ranks will also need to be clarified. Absent a change in the tenure and promotion document, the "three" collegial committee levels would remain the same: department, Faculty and Senate. The creation of new departments at MCC would necessitate establishing the composition of a departmental committee (if the department is sufficiently large) and developing unit standards. Where MCC programs are part of existing departments, the departments may need to consider possible changes to the composition of their committee, and possibly unit standards, to reflect the expertise of colleagues in the new programs, but otherwise the existing department committees and unit standards would be used. Any pre-tenure faculty who relocate from Keele to Markham would be entitled to apply for tenure based on the terms and standards that applied at the time of their initial appointment.

4.   Campus-Level Governance

The long term success of MCC and the quality of the daily experience of learning and working there will depend on how faculty, students and staff come together as an academic entity to build intellectual and social community.

There will be no separate Faculty Council at Markham, as the campus is not a Faculty in the legal sense. Yet MCC colleagues likely will need a governance council or forum of some kind in order to know their community and build consensus about how the needs and aspirations of the campus should be advanced locally and represented within the wider University. The Vice-Provost Markham will need input from such a body to inform decisions about the ongoing development of the campus. Such a council may find it useful to strike sub-committees or working groups to develop recommendations or take action on issues of relevance to the campus community as a whole. The forum could be chaired by the Vice-Provost Markham, or by another faculty member.

An important question will be how to design a campus governance structure that helps to integrate the York and Seneca populations at MCC. Seneca will not have the kind of separate, dedicated space at MCC that it does at Keele. Rather, the building is being designed to meet the needs of both institutions, with the intention that York and Seneca students and faculty will share space seamlessly in the building. Colleagues from the two institutions are also working to identify opportunities for collaboration in course curricula. A truly campus-wide governance body would presumably need to allow for some form of representation or participation by Seneca colleagues.

One colleague with experience as a College Master at York has suggested the college model could be adapted to meet some of these governance needs (it is acknowledged that the nomenclature of "college" can be confusing, and that some other name may be preferable). Colleges are very

flexible. They are a trans-Faculty entity with a long history at York. They house students, faculty, and even courses from multiple Faculties at the same time. And, because they are informal, they should be easy to adapt as Markham evolves. For students, it is a home, a place of belonging, an identity. There is a concern that students may not feel part of any Keele-based Faculty Council or college. A Markham-based college could contain their student government. It could offer a place to discuss Markham issues, host social events, and participate in intramural sports. The college could offer academic support.

For faculty members, colleges offer membership as Fellows. Fellows are faculty members (and also staff members) who form a community and are interested in students and want to be part of the college's efforts to increase student engagement and student success. They can also hold social and other events for Fellows, to help create community for faculty. A monthly Fellows Council could meet to discuss a wide variety of issues. The Vice-Provost Markham could come brief the Fellows in a less formal atmosphere (they would be a Fellow as well). They would still be members of their respective Faculty Councils but they would also have an institutional home at Markham. Colleges can also offer courses. That flexibility could be useful in Markham. College Masters report to the Deans of those Faculties with which their College is aligned. They could be members of Faculty Council in those Faculties and report on happenings within the college. The Master can also sit ex-officio on a Faculty's curriculum and APPC committees. The Master could be a formal conduit from Fellows and students in Markham to the various Faculty Councils and Dean.

The Vice-Provost Markham will play a central role in governance at the campus level. In order to successfully champion and lead the development of MCC, the Vice-Provost will also need direct lines of communication with Deans, Vice-Presidents and the University President. This should be reflected in the reporting lines for the Vice-Provost Markham and in participation on the University Executive Committee, for example.

5.   Integration with Faculties and Units Based at Keele

One of the guiding principles informing this paper is that governance models should aim to create community across all of York University. Participation of Markham colleagues in Senate and its Committees is considered below in Part V. Similarly, Faculties and other units based at Keele should examine whether they need to revisit the composition of Faculty Council or committees (including departmental committees), to ensure Markham colleagues and students are properly included in the conversation. Adding the Vice-Provost Markham to Faculty Council may be one way to address this in some cases.

In order to ensure the proper coordination and balancing of curricular offerings at Markham, the six Faculties participating in phase 1 might also explore the value of forming an MCC Academic Planning (and Policy) Committee whose membership would include all the participating departments (whether based at Keele or MCC) and Dean's offices. This body might also serve to identify and coordinate opportunities for collaboration with Seneca College.

Whatever formal structures are put in place, it will be important to foster regular and meaningful participation of Markham colleagues. Drawing from our experience of the Glendon and Keele campuses, mechanisms to facilitate interaction could include the following:

- A shuttle service and/or parking arrangements that facilitate inter-campus travel
- Alternating meeting locations between the two campuses
- Revisiting the possibilities for electronic participation in governance (e.g., Skype attendance at Faculty Council)
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V.   Participation in Senate and its Committees

This section lays out options for ensuring that Markham faculty, students and academic leadership have a voice in York's Senate and its Committees, and the process for making any changes to the current composition of these bodies.

Senate Membership: Legislative Framework

The membership of Senate and its committees is defined as statutory. Changes in statutes are effected by motions put by Senate Executive requiring two stages: notice of motion, when Senate is provided with as much detail as possible and discussion is permitted followed at a subsequent meeting where consideration is activated by a motion, and debate results in a vote.

By Senate rule, Senate Executive reviews Senate membership every two years and brings forward recommended changes. Calculations are relatively straight-forward formula based on the full-time faculty member complement of Faculties. The last changes were made in 2017 to cover the period July 1, 2017 to June 30, 2019. Reviews are scheduled for 2019 and 2021. Changes can also be proposed at other times.

York's Senate and Off-Site Membership

York is present at a number of remote sites where academic activities are conducted. Examples include Osgoode Hall's downtown space, Schulich in India (Schulich also has a physical presence in China) and the **Lillian Meighen Wright Centre** (known as the EcoCampus) in Las Nubes, Costa Rica. In its early days the University offered individual courses in York Region and Simcoe County. The Faculty of Education has a long history of teaching some students at off-campus sites. Senate has never made explicit provision for membership for these entities given that they are extensions of Faculties, primarily devoted to complementary and convenient delivery of education, small in scale, and staffed by faculty members appointed to existing Faculties (full-time, contract and secondees). As it is now conceived, Markham Centre will differ in a number of respects. Senate endorsed the University's engagement in a process leading to a bid for a new campus on the understanding that it would constitute an academic entity of some kind. This makes it desirable to take up questions related to governance during the 2017/18 academic year, and ask how Senate

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and committee memberships should account for the new campus. Senate Executive has had very preliminary discussions about possibilities and would welcome feedback from the community at an early stage.

York Membership Models in Comparative Perspective

Generally speaking, other Canadian university Senates provide for members associated with campuses that are discrete Faculties. An example is the Grenfell campus of the Memorial University of Newfoundland, which houses three separate Faculties and elects faculty members from each. Conversely, Senates do not typically designate Senators from campuses offering curriculum on behalf of other Faculties. For example, there is no provision made for faculty and student Senators from MacEwan University's Jasper Place campus because courses there are all taught on behalf of Faculties on the main campus. At Dalhousie, faculty member Senators are also elected according to Faculty only, and no special allocation is made to any of its four satellite campuses in Halifax and Truro.

There are some variations on these broad practices. Members are elected to the University of Toronto's Academic Council from the St George, Mississauga and Scarborough campuses, but all have Faculty characteristics and the east and west campuses are headed by Deans. There is a seat on the Guelph Senate for the Vice-Provost of the Guelph-Humber campus (along with four students) but faculty members continue to be elected according to Guelph Faculty affiliation only. Like the UofT, a number of Canadian universities have *affiliated* universities or colleges. In some cases, these institutions are granted elected faculty member seats.[1] This may result from history and formal independence, the extent to which the curriculum is self-contained and, significantly, how faculty appointments are arranged. For others, the academic leaders of affiliated universities and college may hold *ex officio* seats (as is the case at Laurentian where the presidents of Huntington, Sudbury and Thorneloe universities are Senators but there are no seats reserved for faculty members and students there). Undergraduate students at smaller, multi-campus universities are commonly elected at large. To take one example, there is one student on the Trent University Senate, elected by peers at the Peterborough, Oshawa and "other" campuses. For larger universities like York, undergraduate student seat distribution may be tied to Faculties.

Bases for Modelling York's Senate Membership

York's Senate membership rules reflect the University's diversity and deliberately take into account unique circumstances. It remains one of the largest Senates in Canada. Although Senate itself has expressed its desire to restrain growth, new Faculties and other developments have resulted in a number of Senators that exceeds the ceiling of 150 contemplated in past membership reforms. The upper limit is currently 167. Senate and its committees include

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[1] See for example, Glen Jones *et al.* "The Academic Senate and University Governance in Canada," *The Canadian Journal of Higher Education / La revue canadienne d'enseignement supérieur*, XXXIV, 2, 2004, pp. 35 – 68.

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Librarians and Archivists, College masters, and individuals designated by collective bargaining units. Smaller Faculties are guaranteed at least 4 elected faculty members. Glendon has a larger allocation than the proportionality formula would produce because of its special nature. In this light it seems appropriate to anticipate some collegial participation at the Senate level from the Markham Centre campus. Determining the precise form will require greater clarity about the academic unit and program array, the appointment status of faculty members, and the size of the dedicated complement and student body (students are expected to be able to complete a degree at Markham, but will also enjoy access to offerings at Glendon and Keele). By convention (but implemented by statute) Vice-Provosts are members of Senate and Markham Centre Campus will be led by a Vice-Provost. For some it would follow that an elected faculty member should also be added.

One helpful precedent to consider involves the means by which contract faculty members are elected to Senate. Although they are found in all anchor Faculties, and "all full-time and contract faculty members are eligible for membership on Senate"[2], it is LA&PS alone that is required to elect 2 contract faculty members. If the curriculum at Markham is offered exclusively by existing Faculties, as is now intended, it may be appropriate to apply this model and require that the Faculty with the greatest presence at Markham (presumably LA&PS) elect a minimum number of Senators from the new campus. Allocation of student Senate seats for Markham may also be based on the logic of redistribution with allocations rather than accretion. However, this is only one possibility. The discussion paper addresses other models below.

Modelling Senate Membership

Capsule Description of Model	Assumptions and Considerations	Academic Leader	Faculty Members	Students	Change in Senate Size
Minimal change involving the application of current model for contract faculty members and other provisions	Keep faculty member allocation constant at 99

Keep student member allocations at 28 with 6 for LA&PS

Assume LA&PS is the dominant presence on site (BComm, other programs, Gen Education) | One seat for the academic leader on site at Markham (Vice-Provost) | Determine projected full-time complement

Determine full time faculty member allocations by Faculty

If LA&PS dominant, require 1 or 2 faculty | If LA&PS students dominate, require that one of the LA&PS enriched cohort is elected by Markham students (alternatively each participating Faculty | Add Vice-Provost

Require Markham members from within existing Faculty allocation |

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[2] Senate Rules, Procedures and Guidelines, Section B, 6.

			members are elected from the Markham complement (alternatively each participating Faculty reviews its "rules" for identifying Senate members to ensure or promote membership of faculty colleagues at MCC)	reviews its "rules" for identifying Senate members to ensure or promote membership of students at MCC)	
Treat the Markham campus as a Faculty-like entity	Treat Markham as a campus and allow faculty member allocations to grow consistent with general formulae Programs are diverse and span multiple faculties and interdisciplinary programs making a Faculty approach feasible Allocate student membership to grow consistent with general rules; cap at 28 or adjust	One seat for the academic leader on site at Markham (Vice-Provost)	Determine projected full-time complement equivalencies / determine full time faculty member allocations by Faculty If necessary (as is likely at the outset), apply the 'fewer-than-five" rule and create 4 additional faculty member seats	Allocate 2 seats to Markham students in keeping with general Senate rules / make adjustments to LA&PS cohort	Add Vice-Provost Add 4 elected faculty members Add 2 students (or re-allocate from LA&PS)

	upward Cap elected faculty members at 99 or adjust upward				
Blended Recognition of Markham	Allow faculty member and student allocations to grow but more modestly	One seat for the academic leader on site at Markham (Vice-Provost)	Determine projected full-time complement / determine full time faculty member allocations by Faculty Create specific rule for Markham allocation (e.g. 2 seats for faculty members elected by colleagues	Create new rule to accommodate Markham (e.g. allocate 1 seat to Markham students at the outset)	Add Vice-Provost Add 2 faculty members Add 1 student

Modelling Senate Committee Membership

Capsule Description of Model	Assumptions and Considerations	Academic Leader	Faculty Members	Students	Change in Committee Membership
Early engagement (2018-opening)	Recognize the utility of a Markham leader on key Senate committees	Member of APPRC and / or ASCP (voting or non-voting; regular or periodic)	n/a	n/a	+1 on APPRC? +1 on ASCP?
Markham as a "Faculty equivalent"	Faculty-designated Senate committees have members elected by colleagues who are based at Markham This may require that Markham has a body like a Faculty Council (or the Academic Matters group for Librarians and Archivists) for some governance, formal or informal	Not necessarily a member	Elected to all Faculty-designated committees (may require additional accommodations such as SKYPE) Electable to all at-large, non-designated committees based on interest, availability etc. (may require additional accommodations such as SKYPE	n/a Student caucus continues to nominate committee members	+1 on Exec +1 on APPRC +1 on ASCP + 1 HonDeg Electable to non-designated committees at large

| Adjudication committees | Markham should have Senate committee members on student adjudications

Tenure and promotions at the Faculty and Senate level may need to reflect Markham | Not a member of any committee or only a member of appropriate ones | Some panels of SAC will deal with Markham student decisions at Markham or through SKYPE etc. | n/a

Student caucus continues to nominate committee members | +1 SAC?
+1 T&P? |
| Comprehensive review of membership rules by Senate Executive | Markham development occasions a thorough review of Senate committee membership by Executive, taking into account a variety of factors (ideal committee sizes, diversity goals, governance principles, best practices, faculty member workloads, etc.) | Not necessarily a member | Adjust committee numbers? Use Senate "diversity rules" to ensure that nominations reflect all campuses? Make all committees or none Faculty-designated? | | ? |

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Interim Committee Membership and Participation Arrangements

Senate rules now state "Ex officio members of Senate committees may designate alternates to represent them. They may also request the attendance and participation of others to assist in committee deliberations." [February 25, 2016]." This may be a handy rule at an early stage of the process to provide regular input (for Executive, APPRC and ASCP). Markham is a standing agenda item on APPRC and a source of ongoing interest at meetings of ASCP and Executive. Committees themselves can also invite regular contributions. As always, it would be appropriate for the Provost to identify any individual(s) best able to contribute to the work of committees if this was desired.

It may also be appropriate to have faculty member participation on Senate committees before the campus opens. This depends on when the first appointments are made and would be especially germane if some faculty members are hired for Markham (or have agreed to switch to the site before the campus is open) for the purpose of developing curriculum. Interim membership would require formal ratification by Senate as a statute.

VI.   Conclusion

The goal of this options paper has been to bring some order to the discussion of governance questions raised by the creation of a York University campus in Markham, and to set the stage for wide consultations. Some of the most basic questions can be answered by the University's existing collegial governance framework, but many others will require clarification of or changes to that framework.   All members of the community are encouraged to reflect on the options paper and to contribute their perspectives to inform decisions going forward.

Appendix: Literature Review

Branch or satellite campuses have existed in Ontario for some time with examples that include the University of Toronto's Mississauga campus established in 1967 and Trent's Oshawa Campus. Other Ontario universities such as Wilfrid Laurier University, Laurentian University and Lakehead University   have also established university campuses in other municipalities (e.g. Brantford, Barrie, Orillia). After decades of incremental integration of its multiple campuses, WLU (Laurier) established a Presidential Task Force on Multiple Campus Governance (2011) to "recommend to the University community an overarching model of governance appropriate for our present reality, but flexible enough to incorporate expansion to new locations should additional campuses become reality" (3). The Taskforce recommended 14 consensus points and, for the purposes of York's Governance Options Paper, the most significant conclusions of the Laurier Taskforce include the following:

- "One Senate of the University" for all WLU campuses. The Taskforce noted several Canadian universities that operate with dual or multiple Senate models for multiple campuses (e.g. UBC, UNB, UT) while others (e.g. York, Simon Fraser, UAlberta) operate with a singular Senate.
- "one institution operating in multiple locations" with a commitment to the same level of degree program quality across campuses while local degree programs may leverage local relationships/partnerships to enhance student experience (e.g. local placement opportunities)
- "Academic discipline, rather than geographic location, shall drive Faculty structure" and the relevant WLU Faculty Dean will be responsible for ensuring integrity and consistency of program quality across multiple campuses.
- As the university and/or its satellite campuses grow, WLU would review multiple campus governance, academic and administrative structures on an ongoing basis and adapt as needed.
- Course consistency (e.g. learning outcomes) across multiple campuses and credits transferable between programs and campuses.
- Resource allocations based upon student enrolments and program delivery costs.
- Administrative resources allocated based upon institutional priorities and externally mandated requirements (e.g. health and safety). Quality of administrative services would be consistent across campuses in order to support similar quality of student experience across campuses.

Various governance models exist among branch/satellite campuses and, drawing upon Fraser's (2016) study of Australian university branch campuses, governance models can be differentiated based upon three key areas: campus autonomy in decision making and budgetary authority, responsibility for faculty and, to a lesser degree, research activities.

- Branch campus autonomy – key dimensions include:
  - Academic program mix (e.g. who determines program offerings, enrolment, overall success of program mix)
  - Marketing of campus and its programs (e.g. branch campus as distinct brand from main/parent campus, multiple campuses with one university brand)
  - Academic program delivery (including program quality)
  - Teaching delivery issues (eg class sizes, pedagogical approaches)
  - Supervision/management of administrative staff and student services
  - Campus-community relationships and partnerships (e.g. community engagement, establishing relationships with local/regional industry or government)
  - Budgetary authority and business planning
- Recruitment, promotion and support of faculty
- Responsibility for research support and intensification

Fraser (2016) created five categories of branch campus models based on his review of multi-campus Australian universities. The selection of the most appropriate governance tended also to depend upon whether the branch campus was focused/specialized or comprehensive in nature, geographical factors, university brand aspiration, level of community engagement required and the campus' regional economic environment.

Fraser's Five Models:

1. *Study Centre* – teaching focused; primary function is to serve educational needs of students in more accessible/convenient geographical location; generally low autonomy from primary campus; few or no permanent academic staff and may not require permanent academic administrative leader. Note: York examples may include Osgoode Professional Development.

2. *Administrative Model* (most common model in Australia) – although academic administrative leader/head exists he/she tends to have little or no management responsibility for academic staff or academic research and may have limited authority over administrative staff. Academic leader functions more as a branch manager with limited executive functions and may focus on general operations, community relationships, etc.   Branch campus not responsible for marketing and business decisions as these decisions tend to be made by main/parent campus. Considered a low autonomy model and while attractive because of its administratively 'lean' structure and primary oversight by main campus, campuses working under this model tend to be at greater risk for poor performance and have higher reports of staff feel relatively disempowered. Works best when branch campus is in relatively close proximity (same region) of main campus and where campus academic/administrative lead functions not just as a figure-head/manager but has a campus leadership role with ability to shape campus and campus decision making. Note: in Ontario, Trent@Durham may be this model.

3. *Matrix Model* – branch campus operates autonomously as a distinct business unit with responsibility and accountability for program mix, teaching/pedagogy, marketing, performance accountability and campus operations. Responsibility for faculty is shared through matrix management models between campus lead and main campus administrators. Some activities are managed through service agreements with main campus but operations/services generally managed locally to ensure responsiveness to branch campus needs although research tends to remain the responsibility of central campus. Fraser found that the matrix model worked best where faculty were shared between main and branch campus. Campus administrator is expected to be accountable for business decisions. Considered high autonomy as campus has authority to shape program offerings in response to local need, establish relationships with regional community and create its own student experience (although less control over research and hiring/promotion of academic staff).

4. *Faculty Model* – branch campus is a high autonomy model that operates as a distinct business unit with the lead academic administrator of the branch campus responsible for faculty. Program offerings and mix (including development) are the responsibility of the branch campus and there is little or no requirement to 'go through' the Faculties/Programs at the main campus. The academic administrative leader has primary authority over administrative

5. structures/operations within the branch campus and manages staff (e.g. unit configuration, student services). Challenges identified by Fraser include the potential for political tensions between the branch and main campus.   Note: Glendon would be considered a Faculty Model.

6. *Federated Model* – model tends to have greatest control over business operations, academic programs and research. All faculty and staff are responsibility of/managed by the branch campus though there may be budgetary accountability to main campus (e.g. accountability to University President/Chancellor).   While a federated model operates very independently, there is general agreement that the branch campus operations and marketing must be consistent with and/or align with the university's brand. Note: in Ontario historical colleges such as Trinity College (UT) or St Paul's University (UOttawa) may be federated models.

A Report was also prepared by David Trick with SEG Management Consultants (2013) to the Ministry of Training, Colleges and Universities exploring capital costs associated with satellite campuses. Although the report did not focus on governance, it described various models of satellite campuses (primarily in Ontario) and categorized them, by institutional mission, as follows:

Campus Model/Category	Institution/Campus	Enrolment (2012)	# FT /PT Faculty	Campus Lead(s)	Comments
College Satellites	George Brown College Waterfront Campus	2,465 but capacity up to 3,500	108 / 100	Assistant Vice-President Waterfront Development and Dean, Community Services and Health Sciences	• follows normal governance processes of College • programs focused on health sciences • students take all of their courses at campus (except BSc Nursing) • key partner includes Waterfront Toronto.
	Sheridan College Hazel McCallion Campus (Mississauga)	1,757	48 / 125		• follows College governance processes • program focus on Business (e.g. Accounting, HR, Financial Planning) • key partner includes City of Mississauga
					•
Smaller university satellites (< 5,000 FT students)	Lakehead University Orillia Campus (two sites)	986 (2011-12)/ 2,000	32 FT	Dean and Vice-Provost (Orillia Campus)	• governed by "one university, two campuses approach" and operating as a "Faculty" • programs include part-time MBA, BEd, Social Work and Honours Bachelor of Arts and Science

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				• students take courses from Lakehead's Thunder Bay campus using technology • partners with YMCA Simcoe/Muskoka for athletic facilities and Georgian College's University Partnership Centre
	University of Guelph-Humber (with a college partner)	3,373 / 4,000	8FT although employed either by U Guelph or Humber/ many courses taught by part-time faculty or by full-time faculty from U Guelph or Humber	Vice-Provost Guelph Humber	• operated by UGuelph and Humber reporting to senior admin and subject to governance processes of both institutions • campus is represented by the Guelph-Humber Academic Management and Programs Committee to U Guelph (Board of Undergraduate Studies) and Humber (Academic Council) • programs in Business, Community and Social Services, Justice Studies, Kinesiology, Psychology; Media Studies; degree completion programs and U Guelph's MFA in Creative Writing • Guelph-Humber students access Humber facilities (e.g. food, athletics, labs and library) and Humber students access Guelph-Humber facilities (e.g. food, learning commons, math/writing supports • Guelph-Humber supported in various ways by Humber and U Guelph re: building maintenance, HR and finance
	Wilfrid University University Brantford	2,492 but capacity up to 4,095	64 full-time and /31 FTE part-time	Principal (with VP status)	• multi-campus governance model of "one university with multiple campuses" rather than main/satellite campus model. Programs governed by parent Faculty (not campus specific) • 13 undergraduate programs • leads responsible for core administrative functional areas are responsible for multiple campuses (e.g. WLU IT housed at Brantford but responsible for all WLU campuses) • partnership with Brantford Public Library and academic/shared space and service agreements with YMCA and other PSE partners (e.g. Nipissing, Mohawk, Six Nations) re: library, health & counselling

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Stand-alone universities with research mission	University of Ontario Institute of Technology (2 sites)	5,842 at North Oshawa and 1,817 at Downtown Oshawa	214/74	Lead administrator for Downtown campus N/A	• reporting structure of UOIT Downtown to main campus unclear • various programs (although downtown campus has education, humanities and social sciences) • UOIT and Durham co-own tennis centre, Durham students access UOIT owned ice centre, UOIT students access Durham owned buildings (e.g. residence). Agreements in place for shared services in IT, facilities, purchasing, health & safety, campus safety and ancillaries.
Larger university satellites with a research mission	University of Toronto Scarborough (post 2000)	9,757 (2012)	274/32 Note: FT faculty may teach grad courses downtown	UTSC Principal (with VP status)	• UT Governing Council and President for all UT campuses • 85 undergrad programs
	University of Toronto Mississauga (post 2000)	11,284 (2012)		UTSC Principal (with VP status)	• UT Governing Council and President for all UT campuses • 148 programs (including some graduate)

(Adapted from Trick, 2013)

The National Association of Branch Campus Administrators (NABCA), a U.S. based professional association representing academic and administrative personnel working in branch campus environments, has conducted a two major surveys exploring various components of branch campus governance and administration.   Below is a summary of key findings of the NABCA 2010 and 2015-16 Survey.

NABCA 2010 Survey (responses representing 110 institutions and over 500 branch campuses):
- 48% of branch campus lead administrators (e.g. Dean, Provost) were responsible for one branch campus although 1/3 were responsible for multiple sites/campuses
- 78% of degree granting branch campuses had academic lead administrators with doctorate degree and 6+ years of branch campus administration
- Branch campus lead administrators typically reported to President (23%) or VP (20%)
- Among 4 Year degree granting branch campuses, 20% of branch campuses had part-time faculty responsible for teaching 2/3+ of credit hours.

NABCA 2015-16 Survey (120 respondents)
- Majority of branch campuses had on-site, dedicated full-time staff responsible for student financial aid/student accounts and admissions.
- Majority of branch campuses did not have an on-site Registrar, Career Services or Alumni office.
- Majority of branch campuses had on-site, dedicated part-time staff responsible for writing support, disability services and online learning support.
- 80% of survey respondents describe the process of program mix/program offerings development as led by main campus
- Almost 70% of survey respondents described their funding /budgetary allocations as determined by main campus.
- The title of the highest ranking branch campus was "Director or Executive Director" for 43% of branch campuses followed by Dean/Associate or Assistant Dean for 15%.
- Services offered dependent on student enrolment size. Larger campuses (2501-5000 head count) tended to have services such as career development, cultural events/programming, food services, counselling, recreation, student government, veteran services (U.S.), bookstore, clubs/student organizations, library services, security staff, disability services, writing centre, student activity/programming, admissions, financial aid, academic advising, computer labs, computer, registration, testing.

Trick's (2013) report to MTCU also touched upon the institutional governance and satellite campuses and found that the majority of campuses were led by a "Campus Principal or Campus Dean", and in some cases by a Vice President or Assistant Vice President, with responsibilities delegated from the President or Vice President Academic.

The Ontario Confederation of University Faculty Associations (OCUFA) issued a 2009 position paper in response to MTCU's Request for Proposals for Satellite Campuses. OCUFA reviewed two existing Ontario branch campus models (Laurentian@Georgian and Laurier-Brantford) and raised a number of concerns related to the Government's desire to create additional satellite campuses. Although OCUFA commends the Government's interest in satellite campuses as a strategy to improve access to postsecondary education in geographically underserved communities, OCUFA's concerns include lack of clear Government policy about governance/development of satellite campuses, assumed regional economic development potential of satellite campuses, reliance upon part-time faculty, reduced library and/or student services, program quality, satellite campus' faculty decreased access to high quality research and/or other campus resources, implications of community college/CAAT teaching university courses and faculty input at Government/institutional level in development of satellite campuses.

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The Senate of York University – Minutes

Meeting: Thursday, June 15, 2017 at 3:00 pm Senate Chamber, N940 Ross, Keele Campus

L. Beagrie (Chair)	J. Kirchner	J. Sharma
F. Van Breugel (Vice-Chair)	T. Knight	D. Sinclair
M. Armstrong (Secretary)	J. Lazenby	D. Skinner
H. Habbiba	D. Leyton-Brown	A. Solis
C. Altilia	B. Lightman	P. Tsasis
G. Audette	M. McCall	E. van Rensburg
P. Avery	P. McDonald	S. Weiss
A. Avolonto	A. Medovarski	R. Wellen
S. Barrett	J. Michaud	L.Wright
A. Belcastro	L. Molot	J. Yeomans
I. Boran	M. Morrow	
A. Davis	K. Mridul	
M. Derayeh	A. Mukherjee-Reed	
J. Edmondson	D. Mutimer	
C. Ehrlich	P. Nguyen	
L. Farley	A. Norwood	
I. Ferrara	J. O'Hagan	
G. Georgopoulos	S. Parsons	
A. Glasbeek	A. Perry	
E. Gutterman	B. Pilkington	
J. Goldberg	R. Pillai Riddell	
D. Hastie	A. Pitt	
R. Hornsey	J. Podur	
L. Jacobs	T. Pound-Curtis	
M. Jacobs	F. Quadir	
J. Jeffrey	A. Rakhra	
M. Khan	K. Rogers	
A. Khandwala	B. Ryder	
D. Khayatt	L. Sanders	
A. Kimakova	A. Schrauwers	

1. Chair's Remarks

The Chair of Senate, Professor Lesley Beagrie, paid tribute to President Mamdouh Shoukri on the occasion of his last meeting of Senate. Dr Shoukri's tenure coincided with the creation or expansion of new campuses in the Greater Toronto Area and around the world, the establishment of an Engineering Faculty, the building and refurbishment of facilities for academic activities and other pursuits, diversification of the curriculum, and

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enhancements in line with the University's distinctive mission and commitment to excellence. Senators warmly applauded the President.

The Chair expressed sorrow on the passing of former Chancellor Avie Bennett, a champion of the Liberal Arts and true friend of the University. She encouraged Senators to attend Spring Convocation ceremonies along with graduates and their loved ones. She thanked Senators, the Vice-Chair, the Secretary and her University Secretariat colleagues for their contributions to collegial governance throughout the year, and conveyed wishes to all for a productive, refreshing summer.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

   a. Academic Colleagues

In his final report of the year, the Academic Colleague to the Council of Ontario Universities, Professor David Leyton-Brown, drew attention to Indigenization efforts, the status of Strategic Mandate Agreement negotiations, experiential education initiatives, and the current and next phases of COU's Strategic Engagement Campaign.

4. President's Items

In his final remarks as a Senator, Dr Shoukri acknowledged the exceptional leadership of outgoing Deans Shawn Brixey (Arts, Media, Performance and Design) and Noël Sturgeon (Environmental Studies) and welcomed their interim successors Professor Norma Sue Fisher-Stitt and Professor Ravi da Costa respectively. He spoke of the excitement attending the appointments of James Orbinski as the Director of The Dahdaleh Institute for Global Health and Stephen Hoffmann as a Tier One Canada Research Chair with the School of Health Policy and Management and Osgoode Hall Law School. Together with colleagues already at York, they will ensure that York achieves pre-eminence in global health scholarship and impact. He, too, urged Senators to participate in Convocation celebrations, which were his favourite duties while in office.

Dr Shoukri thanked Senators for their help in establishing a culture of planning and ensuring that objectives were pursued and realized. He cited the University Academic Plan, the Strategic Research Plan, and the Institutional Integrated Research Plan as especially important in this regard. He was pleased by the University's rebounding reputation, strong presence internationally and new and refurbished facilities. Recognizing York's potential and attracted by its mission, he was taken by the way in which the University's values so closely aligned with Canada's heritage and evolving culture. After a decade in office his faith in York has only strengthened. The University

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will need to actively monitor and adapt to rapid change in the years ahead, but Dr Shoukri was confident that the community will continue to address complex challenges with dexterity, conviction and a steady focus on York's social responsibilities.

The President's monthly Kudos report was included in the agenda package.

Committee Reports

5. **Executive Committee**

    a. Senate Policy on Accommodations for Students with Disabilities: Amendments

It was moved and seconded "**that Senate approve amendments to the *Senate Policy on Accommodations for Students with Disabilities* as set out in Appendix A.**"

    b. Information Items

The Executive Committee provided information on the following:

- a planned review of the Guidelines, Procedures and Definitions accompanying the *Senate Policy on Accommodations for Students with Disabilities* and plans to consult with the community during the
- affirmation that summer authority resides with the Committee until the September meeting of Senate
- editorial changes to *Senate Rules and Procedures* such that Senate committee membership rules will refer to "Librarians and Archivists" rather than "Librarians."
- vacancies remaining on Senate committees
- Senate attendance from September 2016 to May 2017
- Progress made by Senate committees in achieving the priorities they defined in October
- a consolidated report on actions taken by Senate in 2016-2017 Academic Standards, Curriculum and Pedagogy

6. **Academic Standards, Curriculum and Pedagogy**

    a. Specialized Honours BFA Program in Intermedia, Departments of Computational Arts and Visual Arts & Art History, School of the Arts, Media, Performance & Design

It was moved, seconded and *carried* "**that Senate approve the establishment of Specialized Honours BFA Program in Intermedia, Departments of Computational Arts and Visual Arts & Art History, School of the Arts, Media, Performance & Design.**"

b. Graduate Degree Programs in Digital Media, School of the Arts, Performance, Media & Design / Lassonde School of Engineering / Faculty of Graduate Studies: Establishment

It was moved, seconded and *carried* "**that Senate approve the establishment of a Specialized Honours BFA Program in Intermedia, Departments of Computational Arts and Visual Arts & Art History, School of the Arts, Media, Performance & Design**."

c. Information Items

ASCP advised that it had approved the use of GCIN as a new rubric for use for the new Internship Program Work Term (Liberal Arts & Professional Studies) and instituted a minor revision to the Senate Progression Requirements to Maintain Honours Standing to reflect a change in degree type from BAS to BComm, and the addition of the BEng degree type on the list of exempted programs.

7. Awards

a. Recipients of Prestigious Awards for Students

The Awards Committee announced the recipients of the highest awards for graduating students. Senators joined in applauding the following individuals:

Governor General's Gold Medal: Nicole Marie Racine, Graduate Program in Psychology (Clinical-Developmental) and Muhammad Salman Chaudhry, Graduate Program in Earth & Space Science

Governor-General's Silver Medals: Yaakov Green, Faculty of Science, BSc, Honours, Biology, First Class with Distinction; Ilan Kogan, Schulich School of Business, BBA, Special Honours, Administrative Studies (General) With Distinction; and Ruhama Quadir, Schulich School of Business, iBBA, Specialized Honours, Administration, With Distinction

Murray G. Ross Award: Alamgir Khandwala, Faculty of Liberal Arts and Professional Studies, BAS Special Honours, Administrative Studies (Accounting) and Senator

8. Academic Policy, Planning and Research

a. New Faculty Comprising the Faculty of Environmental Studies and the LA&PS Department of Geography: Establishment

It was moved and seconded "**that Senate approve, in principle, the establishment of a new Faculty comprising the Faculty of Environmental Studies, the Liberal Arts**

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and Professional Studies Department of Geography, and potentially other departmental units or programs."

President Shoukri expressed his respect for a grassroots initiative that demonstrated well a capacity to adapt to changing circumstances. It was heartening that recommendations arising from Cyclical Program Reviews had helped motivate and frame discussions. In response to a question about the future of the Community Arts Practice curriculum, the Chair invited Professor Gail Fraser to address Senate. She confirmed that it will be maintained and retain its inter-disciplinary and multi-Faculty features.

On a vote the motion *carried*.

> b. Spring Report of the Interim Vice-President Academic and Provost

Documentation in the form of the Provost's spring progress report as distributed in advance of the meeting was *noted*. Her presentation was grounded in the University Academic Plan's goals and the tools that planners have been provided to pursue its priorities. A key focus was on that status of recommendations made by Institutional Integrated Resource plan working groups. Efforts are underway to address specific suggestions, and a substantial progress report is expected in the autumn. in response to a query, the Provost confirmed that part-time studies remain central to the University's access imperatives and overall objectives.

> c. Budget Context for Academic Planning: Interim Vice-President Finance and Administration

Documentation in the form of the Vice-President Finance and Administration's spring report on the budget context as posted in advance of the meeting was *noted*. Vice-President Pound-Curtis described the status of budget plan, enrolment assumptions that undergird financial planning, the continuing progress toward pension fund health (along with regulatory changes that could ease solvency test pressures) and how the new SHARP budget model will be applied. Keys to success include achieving enrolment targets, balancing budgets and addressing structural deficits.

The following points emerged in discussion:

- consideration will be given to publishing an actuarial report

- as happens elsewhere and as is necessary to ensure funding sufficiency, final decisions about faculty appointments will rest with the Provost under the SHARP model

- deficits arise, even for large programs, when revenues do not match costs

The Senate of York University – Minutes

Senators were encouraged to review documentation in order to understand the allocation of resources and as a prelude to further discussions in the year ahead.

> d. Information Items

APPRC provided information on these items:

- goals and timelines for renewing the Senate-approved Strategic Research Plan
- responses from Faculty Councils to questions about "Tracking Progress to Achievements" and the next phase of an ongoing dialogue about how the University can gather and project details about the achievement of planning goals
- the way in which data gather from Senate Committee and Senator surveys will help shape the Committee's 2017-2018 agenda

9. Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy

APPRC and ASCP jointly conveyed the most recent report of the Joint Sub-Committee on Quality Assurance and the Annual Report on Non-Degree Studies.

10. Other Business

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

Consent Agenda

11. Minutes of the Meeting of May 25, 2017

The minutes of the meeting of May 25, 2017 were *approved by consent*.

12. OMIS Field in PhD program in Administration, Schulich School of Business / Faculty of Graduate Studies: Changes to the Requirements

Senate *approved by consent* an ASCP recommendation to change the requirements of the OMIS Field in PhD programs, Schulich School of Business / Faculty of Graduate Studies.

13. BA and BSc Programs, Faculty of Science: Changes to Admission Requirements

Senate *approved by consent* an ASCP recommendation to amend admission requirements for the BA and BSc programs of the Faculty of Science.

14. **Delayed-Entry Pathway for the BBA and iBBA Programs, Schulich School of Business: Changes to Admission Requirements and Transfer Credits**

Senate *approved by consent* an ASCP recommendation changes to admission requirements and transfer credits for the Delayed-Entry Pathway for the BBA and iBBA Programs in the Schulich School of Business.

L. Beagrie, Chair   _____

M. Armstrong, Secretary_____

York University Board of Governors
Synopsis

450th Meeting held on 27 June 2017

This being the President's final meeting, the Chair of the Board acknowledged Dr Shoukri's many accomplishments and extraordinary leadership over the past 10 years, and the indelible mark he made on York University. An enthusiastic round of applause for the President expressed the Board's deep thanks and appreciation. Dr Shoukri shared that he felt privileged and blessed to have served as York's President, and conveyed his gratitude to the Board for its unwavering support of him and the University.

Appointments / Re-appointments

Paul Tsaparis as the Vice-Chair / Chair-Elect of the Board of Governors, effective 1 July 2017.

Eugene Roman to the Board of Governors for a four-year term commencing 1 July 2017.

Vijay Kanwar re-appointed to the Board of Governors for a four-year term commencing 1 July 2017.

Debbie Jamieson as a non-academic staff nominee on the Board of Governors for a two-year term commencing 1 July 2017.

Sonny Day as a YUSA nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 July 2017.

Melanie Cao as a YUFA nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 July 2017.

Amin Mawani as a YUFA nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 July 2017.

Walter Silva re-appointed as a CUPE 1356 nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 July 2017.

Approvals

The 2017-2018 University operating budget.

The University financial statements for fiscal 2017.

Re-appointment of Ernst & Young LLP as the University's external auditors for fiscal 2018.

President's June 2017 report on appointments, tenure and promotion.

Extension of the lease agreement for the Miles S. Nadal Downtown Management Centre.

York University Board of Governors
Synopsis

A $3.5M capital project to upgrade washrooms on the Keele and Glendon campuses.

The 2017-2018 endowment distribution rate of $4.02 per unit, representing a 1.52% increase over the 2016-2017 distribution rate.

Updates to the Banking Resolution reflecting changes within the senior administration

Presentations

From the President on *A Decade of Impact*, and reflections on the University's achievements towards its goals under his tenure, and the excellent stance of York to continue its successes and meet the challenges ahead with innovation and steadfast adherence to its commitment to social justice.

From the Interim Vice-President Finance & Administration, presentations on the 2017-2018 budget plan and 2017 University financial statements.

On *Impact – The Campaign for York University* from the Vice-President Advancement.

An inspiring presentation from undergraduate students at Schulich on their social enterprise initiative *Empower: People Powered Connectivity*, and their bid – as one of six world-wide finalists - to win the prestigious $1M Hult Prize, the world's largest student competition for producing the next wave of social entrepreneurs.

Reports Received

Completed cyclical program review Final Assessment Reports from the Academic Resources Committee.

2016 Annual Investment Report from the Investment Committee.

Markham campus planning update and a year-end report from the Vice-President Academic & Provost.

From the Vice-President Research & Innovation on research activities, initiatives and Tri-Council funding results.

2016 Health, Safety and Employee Well-Being Annual Report from the Governance & Human Resources Committee.

Brief reports from each of the Executive, External Relations, Finance and Audit, Governance and Human Resources and Investment committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website.

Maureen Armstrong, Secretary