

York University Board of Governors Notice of Meeting

May 3, 2016, 1:30 to 4:30 pm
5th Floor, Kaneff Tower, Keele Campus

PAGE

I. CLOSED SESSION

II. OPEN SESSION – 2:00 pm approximately

1. Chair's Items (R. Waugh)
 - a. Report on Items Decided in the Closed Session
 - b. Consent Agenda Approval
2. Executive Committee (R. Waugh) *2:05 pm*
 - a. Committee Name Change (for approval) 1
3. President's Items (M. Shoukri) *2:10 pm*
 - a. Opening Remarks
 - b. Kudos Report..... 2
4. Academic Resources Committee (H. Wu) *2:20 pm*
 - a. Establishment of a Department of Computational Arts in the School of the Arts, Media, Performance and Design (for approval) 11
 - b. Internationalization Strategy 26
5. Finance and Audit Committee (O. Ibrahim) *2:40 pm*
 - a. Establishment of Tuition Fees for New Programs and Increase to Fees for Existing Programs (for approval)..... 40

New Programs

 - PhD Nursing
 - Master of Leadership and Community Engagement
 - Master of Real Estate and Infrastructure
 - Master of Management

Existing Programs

- Master of Business Administration (MBA), International Master of Business Administration (iMBA), Master of Business Analytics (MBAN), and Master of Finance (MF)

6. Governance and Human Resources Committee (D. McFadden) *3:00 pm*
7. Land and Property Committee *3:10 pm*
8. Other Business
9. Closed Session: Presidential Search Consultation *3:20 pm* 43
10. *In Camera* Session *4:20 pm*

CONSENT AGENDA

11. Minutes of the Meeting of March 1, 2016 44
12. Annual Policy Approvals (D. McFadden) 49
 - Occupational Health and Safety
 - Workplace Violence
 - Workplace Harassment
13. Pension Fund Board of Trustees Re-Appointment 56

INFORMATION ITEMS

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15. Cyclical Program Reviews: Final Assessment Reports for Recently Completed Reviews and Report of the Sub-Committee on Quality Assurance 84

Board of Governors

Memorandum

To: Board of Governors

From: Rick Waugh, Chair

Date: May 3, 2016

Subject: Committee Name Change

Recommendation:

The Executive Committee recommends that the Board of Governors approve that the name of the *Marketing, Communications and Community Affairs Committee* be changed to *External Relations Committee*.

Rationale:

As part of a review of its mandate and terms of reference, the Marketing, Communications and Community Affairs Committee noted that its name did not reflect the full scope of its duties. In particular, its role has evolved over time to include advancement and government relations. It therefore proposes a new name "External Relations Committee" that better reflects the breadth of its mandate.



MARCH – APRIL 2016



York alumna [Lilly Singh](#) made TIME's list of the top 30 most influential people on the internet in 2016.



The [York University Task Force on Sustainability Research](#) released its final report, highlighting recommendations for the continued support, cultivation, integration and dissemination of the University's sustainability research.



Twelve teams from top graduate schools across North America gathered at the Schulich School of Business on March 4 to compete in the sixth annual [Developers' Den](#), a one-day real estate case competition. Schulich finished in 2nd place.



Longtime Faculty of Education supporter [Foyston, Gordon & Payne Inc.](#) made a \$100K contribution to the Faculty's Advanced Credit Experience (ACE) program.



Lions football team handed out its major team awards on March 16 at the program's annual year-end [awards banquet](#). The top award, the Frank Cosentino Team MVP Trophy, went to linebacker Hussein Hazime.



York and Schulich announced the launch of the [York University Student Investment Fund](#), which provides a unique opportunity for undergraduates in the York community to gain real-time portfolio management and investment experience.



Political Science students Samantha Craig-Curnow, Veronica Guido, Val Muzik and Darren Zanussi received accolades for their standout performances at the [Model Arctic Council](#) at the University of Alaska Fairbanks.



[Nine students](#) from the York Japanese Program took home top prizes at the annual Ontario Japanese Speech Contest on March 5. Students Matthew (He) Zhang and Paul Lee went on to receive top prizes at the [National Japanese Speech Contest](#) held at the University of Toronto on March 19.



Faculty of Health [Professor Emerita Gillian Wu](#) was awarded the prestigious John D. Reynolds Award from the Canadian Society for Immunology.



Liberal Arts and Professional Studies [Professor Sandra Whitworth](#) received the International Studies Association (ISA) – Canada Distinguished Scholar Award.



History [Professor Craig Heron](#)'s book *Lunch-Basket Lives: Remaking the Workers' City* (Between the Lines Books) was named Book of the Year by the International Labor History Association.



York was ranked top 5 in Canada in 2016 by [QS University Rankings](#) in the following disciplines:

- History
- Anthropology
- Communications and Media Studies
- Law
- Social Policy & Administration



YouthREX at the School of Social Work launched [eXchange for Youth Work](#), an online hub for sharing information and ideas to break barriers unique to marginalized youth by reaching out through the internet.



Student leaders were recognized at the Glendon College Student Engagement Awards Ceremony in March. The following awards were distributed:

- Juan Garrido, Friends of Glendon Student Service Award
- Jennifer Chweiri, Friends of Glendon Student Service Award (Runner-Up)
- Megan Burns, Margaret Wallace Award
- Dorna Zaboli, Outstanding Contribution (OSA)
- Adeela Malik, Emerging Leader Award (Bursary)
- Christian Lopez, Outstanding Contribution (Bursary)
- Shefali Jain, Outstanding Contribution (Bursary)
- Shivani Babuta, Outstanding Contribution (Bursary)
- Haman Mandouhi, Outstanding Contribution (Bursary)
- Ashley Moniz, Outstanding Contribution (GCSU)
- Aleksander Golijanin, David McQueen (Fiona)
- Tova Ciccotelli, Prix Molière (TGT)
- Marika Kunas, The Robert Wallace Award
- Andrea Ata, John Proctor (GAC)
- Jenna Krajinovic, Ian Bingham (GAC)
- Jenna Krajinovic, Athlete of the Year (GCSU)
- Travis Ricketts, Rookie Athlete of the Year (GCSU)



Biology Professor Peter Cheung received a \$200K [Innovation Grant from the Canadian Cancer Society Research Institute](#) to study histone ubiquitylation and its link to cancer biology.



Chemistry Professor Michael Organ received the [R.U. Lemieux Award from the Canadian Society for Chemistry](#), presented to an organic chemist who has made a distinguished contribution to the field and is currently working in Canada.



Professor Connie Mayer was the recipient of the [Sister Mary Delaney Lifetime Achievement Award](#). The award honours a distinguished career in teaching, research and service in the preparation of teachers of students who are deaf or hard of hearing.



Lions athletes [Brittany Crew](#) and [Michael Cox](#) were named the female and male athletes of the year, respectively, at the annual Varsity Athletics Banquet on March 31.



AMPD alumnus [Sean Garrity](#) (BFA '93, MFA '13) was awarded Best Director by the Directors Guild of Canada at the 2016 [Canadian Film Fest](#) on April 2 for his latest film *Borealis*.



The Faculty of Environmental Studies hosted more than 800 students from 21 Ontario secondary schools at the [Change Your World Conference](#) on April 5 to learn about renewable energy, climate change, filmmaking, oil spills and more.



The American Journal of Physiology has recognized York PhD graduate [Anna Vainshtein](#) ('14) their 2015 Paper of the Year award.



Political Science Professor and Canada Research Chair in the Political Economy of Gender and Work [Leah Vosko](#) is the winner of the Charles Taylor Prize for Excellence in Policy Research.



A team from Glendon won first place in the 11th [Translation Games](#) competition held at the Université du Québec in Trois-Rivières. Individual team members from Glendon also placed third and fourth in the competition.



Faculty of Science PhD student [Benjamin Voloh](#) represented York at the provincial Three-Minute Thesis (3MT) finals at Wilfrid Laurier University on April 14.



History Professors Joan Judge and Alexia Yates were named to The Canadian Historical Association's shortlist for the [2016 Wallace K. Ferguson Prize](#).



PhD student A.J. Withers is the recipient of the [Aileen D. Ross Fellowship](#) under SSHRC's Talent Program. The \$10,000 award will provide support for Withers to study poverty groups' protest tactics and governmental



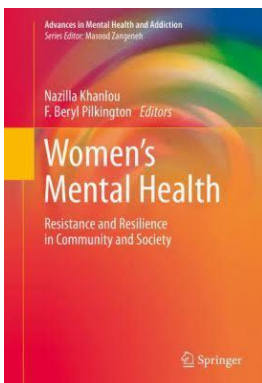
A [Schulich MBA team](#) placed second in Wharton's MBA Impact Investing Network and Training (MIINT) case competition.



Anthropology Professor and Director of the Centre for Research on Latin America and the Caribbean [Carlota McAllister](#) was awarded a Faculty Fellowship at the Charles Warren Center for Studies in American History at Harvard University for the 2016-17 academic year.



[Professor Huaxiong Huang](#) was awarded the prestigious 2016 CAIMS-Fields Industrial Mathematics Prize. The recipient is invited to deliver a lecture at the CAIMS Annual Meeting in the year of their award.



Professors Nazilla Khanlou and Beryl Pilkington received a [positive review](#) of their edited book, *Women's Mental Health: Resistance and Resilience in Community and Society* from Dr. Janet Etzi of Immaculata University in Philadelphia. [The book](#) presents a comprehensive look at current women's mental health experiences with an emphasis on their social and societal contexts.



Schulich Professor [M. Murat Kristal](#) was named one of the top 40 under 40 most outstanding MBA professors by Poets and Quants.



Faculty of Education student [Ana-Maria Jerca](#) was one of the 2016 recipients of the Ontario Modern Language Teachers' Association's (OMLTA) Helen G. Mitchell Award.

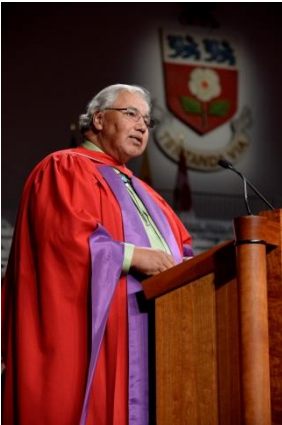


Osgoode Hall Law School students [provided legal support](#) this semester to complete the refugee applications of more than 200 Syrian refugees. Through legal clinics organized by Lifeline Syria and the Refugee Sponsorship Support Program, the students were matched with Toronto-based pro bono lawyers to provide this support.



York-led [Technologies for Exo-Planetary Science \(TEPS\)](#), an academic-industry partnership headed by Faculty of Science Dean Ray Jayawardhana, received \$1.65 million in funding through NSERC's Collaborative Research and Training Experience (CREATE) Grants program.

APPOINTMENTS



York honorary degree recipients Justice Murray Sinclair (LLD '12) and Ratna Omidvar (LLD Ed '12) have been [appointed to the Senate of Canada](#).



York honorary degree recipient Dominic Barton (LLD '12) and alumnus Kenneth Courtis (BA '68) were appointed to the federal government's new [Advisory Council on Economic Growth](#) by Finance Minister Bill Morneau. Barton will chair the Council.

Board of Governors

Memorandum

To: Board of Governors

From: Henry Wu, Chair, Academic Resources Committee

Date: May 3, 2016

Subject: **Establishment of a Department of Computational Arts in the School of the Arts, Media, Performance and Design**

Recommendation

The Academic Resources Committee recommends that the Board of Governors approve the establishment of a Department of Computational Arts in the School of the Arts, Media Performance and Design.

Rationale

Senate approved the proposal to establish a Department of Computational Arts at its meeting of March 31, 2016. In its recommendation to Senate, the Academic Policy and Planning Committee expressed its satisfaction that “the proposed new department is consistent with School and University Plans and is appropriately resourced in terms of the delivery of curriculum, research, and service.”

APPRC also confirmed that the proposal was approved by the Faculty Council of the School and is supported by colleagues in the new unit, the Provost and the Dean of AMPD. The Lassonde School of Engineering – which shares a program in Digital Media with AMPD – has recorded its support through the Dean and made known its enthusiasm through members of the cognate unit. The proposal has been carefully developed over a lengthy time frame through an intensive consultative process in a highly collegial mode. In general, the proposed name of the department reflects well the distinctive and innovative nature of the activities encompassed by Computational Arts. It will help York profile and project strengths while serving as an aid to the recruitment of students and faculty members.

Documentation is attached as Appendix A.



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Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
Franck van Breugel, Chair, Senate ASCP

From: Rhonda Lenton, Provost

Date: February 1, 2016

Subject: Proposal to Establish a Department of Computational Arts,
AMPD



I am writing to record my support for the proposal from the School of the Arts, Media, Performance and Design to establish a Department of Computational Arts. The proposal follows from the 2013 proposal to change the name of the Faculty of Fine Arts to the School of the Arts, Media, Performance and Design, and subsequent changes in the names of units in the School, to better reflect and profile York's innovative programming in the areas comprising the School. The new department name aligns with nomenclature in the field and encompasses computational art and science and practices. The department will provide a home and enhanced profile for the Digital Media Honours BA program, introduced in 2008 in collaboration with the Department of Electrical Engineering and Computer Science (EECS) in the Lassonde School of Engineering; and will provide a platform for further development of innovative teaching and research programs in this and related areas. The proposal is consistent with and advances AMPD objectives, as well as institutional plans including the Strategic Mandate Agreement, which identifies digital media as an area for growth, and priority areas identified in the Strategic Research Plan. Digital media is also an Ontario government research priority.

The Digital Media program's undergraduate curriculum, which includes courses from AMPD, LSE, and Science, was revised in 2013-14 to create two streams (Digital Media Development and Digital Media Arts), and the intention is to expand programming to include graduate level studies. There is also interest in development of a joint program in Interactive Media Studies with Seneca College. In addition, planning for York's new Markham campus includes important opportunities for programming in the digital area. The program is expected to continue to attract considerable student interest, including internationally. Creation of the department will also foster opportunities for further development of research strengths in digital areas and expansion of partnerships with industry.

Dean Brixey's letter sets out in some detail the rationale for the proposal and the opportunities that will be opened up by the creation of this new department.

As indicated in the proposal, three faculty members are fully appointed to the Digital Media program. In addition, two Canada Research Chairs are cross-appointed to the program, as are two other faculty members. A third CRC in Games, Gaming and Gamification, currently under search, will also be affiliated with the program. As noted, the undergraduate program is offered in collaboration with EECS in LSE and draws upon courses and faculty participation from both Faculties. LSE is fully supportive of the proposal to establish the department. The integration of the digital and computational arts with engineering, the sciences and technology is an innovative approach which holds promise for further growth and development in both teaching and research and will contribute significantly to the School's reputation and profile. Opportunities to expand the faculty complement will therefore figure in the School's complement planning going forward. The Digital Media program director will transition to the position of department chair, and current administrative support for the Digital Media program will continue, so it is not expected that there will be significant administrative costs associated with the creation of the department.

I am very pleased to indicate my support for this proposal.

Cc: Dean S. Brixey
Dean J. Kozinski
Vice-Provost Academic A. Pitt

**SCHOOL OF THE
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January 25, 2016

To: Rebecca Pillai Riddell, Chair, Academic Policy, Planning and Research Committee (APPRC)

Re: Establishment of The Department of Computational Arts, in the School of the Arts, Media, Performance and Design

It is with great pride and enthusiasm, that I write to you my recommendation for APPRC to seek Senate's endorsement for the creation of a new academic department of Computational Arts, in the School of the Arts, Media, Performance and Design.

The attached proposal includes the description and rationale for AMPD to formalize this addition to our academic organizational structure, and the collegial process that informed the proposal. We see that bringing this proposal forward at this time is an important strategic step in supporting our faculty and students, so they may continue to maintain their distinct leadership in this field, as well as pioneer new domains of creative practice across a rapidly converging, arts, computing, and engineering research landscape.

The motion to create the new Department of Computational Arts passed our Faculty Council on January, 20th, 2016, after broad consultation and input from existing departments, faculty and students in AMPD, as well as Lassonde (AMPD's joint Digital Media Program partner). The new department will enable Computational Arts to dramatically raise its profile in a highly competitive and expanding field, more accurately characterize and differentiate its functional uniqueness at York, and allow the department to position its teaching, learning and collaborative research character in contrast to similar configurations developed by competitor institutions such as Concordia and Simon Fraser.

While our recommendation frames the request as the creation of a new department necessary to build the 21st Century computational arts enterprise we boldly aspire to, the proposal also responds to the natural evolution of our long-standing, highly successful and unique program in Digital Media (DM). For all intents and purposes, the DM program in AMPD has functioned as a department-like entity since its inception in

2008. The program maintains its own dedicated faculty lines, sub-discipline specialties, sets appointment priorities, defines and supports a number of academic and research programs, manages space and staff needs, etc. York has no equivalent free-standing program in which to compare it, and continuing DM's status as a program - given the enormous potential as a discipline - is not a useful strategy for AMPD especially when we need to take advantage of every opportunity to build campus and Faculty enrolments, advance our leadership and market share in this space, as well as promote our educational and research mission. Further, as a program DM faces obstacles that hinder its ability to perform at optimal capacity in terms of recruitment of quality students, as a marquee destination for new faculty hires, and in the development of graduate programs (there is no precedent that we know of at York for a program (unit) to house a graduate program). In many ways the status change is also a request to most properly identify what is already happening in terms of accepted definitions at York - which is - as a department.

With the creation of new departments, considerable attention is paid to planning and modeling projected resource impacts. However, given that the current department-like nature of the program has already functioned for many years, the wealth of evidence supports that status change will not alter the department's financial picture, and the department will continue to benefit from the current revenue neutral position of the DM program. Further, the many underlying assumptions and speculations that would be needed for creation of a completely new academic entity are simply not an issue here, if a complication were going to have emerged (i.e. cannibalizing enrolments, low student demand, etc.) it would have already been visible. Similarly, the new department's current health will make the transition to the SHARP budget model straight-forward. Future growth of the department will be directly associated with their enrolment and revenue health, as well as external research funding progress.

Computational Arts will also be a major contributor to vital and exciting new academic research programs being developed for our Markham Centre Campus, in areas such as Games, Gaming and Gamification, as well as in the development of innovative campus partnerships with Seneca College in Interactive Media, etc. Additionally, as an invested partner with Lassonde in our Digital Media Program, we also embrace their ambitious goal of achieving 50:50 gender-balance as significant commitment we can make, to transforming engineering education in Canada. With a current average enrolment of 45% women in the Digital Media Program, the growing STEM to STEAM intersection of arts, computing and engineering will likely be one of the first engineering areas to realize gender balance at York, and the creation of the Department of Computational Arts is a foundational investment in continuing to attract talent, accelerate research and achieve this extraordinary goal.

Most Sincerely,

A handwritten signature in black ink, appearing to read 'Shawn Brixey', with a large, stylized loop at the end.

Shawn Brixey

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Dr. Shawn Brixey, Dean
School of Arts, Media, Performance and Design
York University

17 December 2015

Dear Shawn

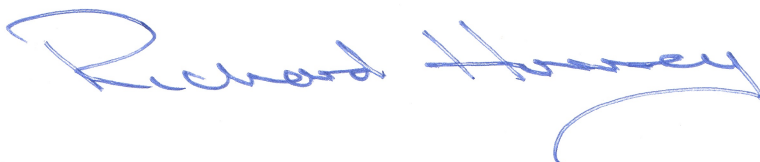
On behalf of the Lassonde School of Engineering I am pleased to support AMPD's proposal to create a Department of Computational Arts.

Our two Schools enjoy a close partnership, including the flagship Digital Media program. This program has been running successfully since 2008, providing students with unique insights into both the technical and artistic worlds. In parallel with the development of the undergraduate program, research and graduate studies have also blossomed, bringing a true critical mass to activities centred on digital media and computational arts.

It is therefore both timely and appropriate to move to the next phase in the growth of York University's computational arts community by establishing it as a standalone department with its own identity, governance, and capacity for planning.

I look forward to continuing to work closely with our colleagues in AMPD at this exciting time and wish them every success with their new Department of Computational Arts.

Yours truly.



Richard Hornsey DPhil PEng FEIC
University Professor and Vice Dean

Proposal to Establish a Department of Computational Arts in the School of the Arts, Media, Performance and Design

December 2015

Introduction

The School of the Arts, Media, Performance and Design (AMPD) seeks to establish a new department, to be called Computational Arts. The proposed department is designed to address computation as a form of art, and to appropriately house faculty research in the field, the Digital Media BA program, and currently proposed graduate programs, with their focus on integrated art, technology and science methodologies in both art practice and technology development. Our use of *computational arts* in our title nomenclature helps identify a department that will uniquely combine computational art and science and practices. Within the arts, *computational arts* has its own identity through unique exhibitions and festivals (Ars Electronica), as well as funding networks. Numerous focused academic programs in computational arts exist world-wide (Concordia, SFU, MIT, Carnegie Mellon, etc.).

The Digital Media Honours BA Program Program, launched in Fall 2008 jointly with the Department of Electrical Engineering and Computer Science (EECS) in the Lassonde School of Engineering, has no analogous departmental home in AMPD. The proposed department will respond to the challenge of managing the program within this unbalanced administrative structure, while promoting innovative research aligned with University UAP and SRP goals. With three full-time faculty, and two new partial CRC appointments added to the program recently, as well as increased competition in the GTA for the discipline highlights the need for a normative shift to departmental status.

The Digital Media BA is a unique cross-Faculty program that prepares students equally in STEM (science, technology, engineering, math) and creative practices in electronic and computational media. The name of this program will not change, but going forward it will be jointly offered in a symmetrical structure by the two departments Computational Arts in AMPD and EECS in Lassonde. The proponents of this proposal are also developing a Graduate Program in Digital Media (MA, MSc, PhD) jointly with EECS faculty. Additional degree program initiatives are in planning stages with the Department of Design, and several DATT courses are already cross-listed with the Departments of Dance, Visual Art & Art History, and Music. The new department as a whole will take its cue from the existing Digital Media BA and be outward-looking regarding student employment on graduation through developing in-demand experiential learning skill sets, from creative thinking within software development to combined artistic/technical training for potential careers such as interaction designers or digital producers.

Faculty Complement

Associate Professors Mark-David Hosale, Michael Longford, and Don Sinclair are fully appointed to the Digital Media Program. Added to the program over the past two years along with Professor Longford are Assistant Professor and Canada Research Chair in Digital Performance Doug Van Nort, who is cross-appointed to this Program and the Department of Theatre; Assistant Professor and Canada Research Chair in Interactive Information Visualization Graham Wakefield as well as Professor Nell Tenhaaf, both

cross-appointed to the Digital Media Program and the Department of Visual Art and Art History, and Professor and Dean of AMPD Shawn Brixey, who is cross-appointed to the Digital Media Program and the Departments of Visual Art and Art History and Cinema and Media Arts.

Faculty profiles:

Mark-David Hosale, Associate Professor, appointed to the Digital Media BA Program; teaches in physical computing, interactive programming for digital media; research interests are nonlinear interactive narrative, immersive worlds, physical computing, and 3D Fabrication.

Michael Longford, Associate Professor, Director of Sensorium: Centre for Digital Arts & Technology; teaches in publishing for digital media, collaborative projects; research interests include photography, design, early wireless communications, user experience and content development for mobile apps.

Don Sinclair, Associate Professor and Digital Media Program Coordinator; teaches in physical computing, interactive programming for digital media, hybrid performance forms; research interests are interactive dance, sonification/visualization, interactive sound/visual environments, new media performance.

Nell Tenhaaf, Professor and cross appointed with the Department of Visual Arts and Art History; teaches in digital media studies, programming for digital media; research interests are interactive art, artificial agents, biotechnologies.

Doug Van Nort, Assistant Professor, Canada Research Chair in Digital Performance and cross-appointed with the Department of Theatre; research interests are in telematic performance, artificial intelligence, and sonic arts.

Graham Wakefield, Assistant Professor, Canada Research Chair in Interactive Information Visualization and cross-appointed with the Department of Visual Arts and Art History; research interests are in mixed reality, artificial life, and immersive worlds.

Shawn Brixey, Dean of AMPD and cross-appointed with the Departments of Visual Art and Art History and Cinema and Media Arts; research interests are in advanced computing, art-science, and experimental media.

Rationale

Along with being priorities in the UAP and SMA, digital initiatives are number one on the list of core priorities in AMPD as the Academic Plan for 2009-2014 states: “Over the next five years, we will build further research strength in digital areas in the School of the Arts, Media, Performance and Design through strategic projects, and in close relationship with academic programming at graduate and undergraduate levels. We will consider the possible establishment of a centre that is focused on research strengths in digital arts and media.” While much of our core research and academic programming has objectives that are conjoined between faculty in AMPD and those in Electrical Engineering and Computer Science (LE EECS), Digital Media research in AMPD is quickly accelerating, through two new CRCs (and a third in Games, Gaming and Gamification currently being searched for) as well as the

establishment of the Organized Research Unit *Sensorium: Centre for Digital Arts and Technology*. Calling on the strengths of current faculty affiliated with the Digital Media BA Program, the Department of Computational Arts will foreground research interests in digital practices that are unique to computational arts. Work in this area focuses on a broad range of current and emerging forms of digital art and computationally centered research ranging from real-time interactive visualization; cyber-physical sensing; physical computing, machine learning, and embedded system development for installation and performing arts; 3D scanning and motion capture to immersive worlds; interactive architectural projection; gestural and affective computing; spatial audio; networked and mobile development for locative art; software development for creativity support; live-coding performance; and a broad base of interactive computational arts including game arts. Research processes are deployed within both creative studio practice and technology development.

This area of academic research that combines computational arts with a strong STEM (Science, Technology, Engineering, Math) foundation is relatively new. Whereas allied scholarship in New Media concentrated on the transformation of electronic media such as video into fully digital formats, researchers in the last decade are creating work that is centered on integration of STEM practices as part of the artistic process as well as the use of computation as a form of art. The 2001 survey book *Information Arts: Intersections of Art, Science, and Technology* by American scholar and artist Stephen Wilson, as well as his 2010 *Art+Science Now*, exemplify this trend through hundreds of examples of artists worldwide as well as collaborative teams of scientists and artists.

Knowledge mobilization is priority number three in the AMPD five-year Plan. Digital media researchers in AMPD are partnered with relevant industries in the funded projects described above, and bring those connections to students. While current work on faculty research projects is generally more appropriate for graduate students: to complement the evolution of undergraduate research in the BA Honours degree program in Digital Media, we have initiated a corresponding graduate program with LE EECS that will be launched as soon as is feasible. The BA program in Digital Media is part of York's Technology Internship Program, seeking to connect students with relevant employers.

Degree Programs to be Transferred to the Department

The Department of Computational Arts will apply AMPD admission rules for current and future degree programs. Current Digital Media admission requirements are 75 average and a 12U Math. The program does not currently require a supplementary evaluation.

A major curriculum overhaul of the Digital Media Honours BA Program was implemented in 2013-14, which resulted in two new streams that have now replaced the original single curriculum track, Digital Media Development and Digital Media Arts. Each stream has a common base of 54 credits and then branches into areas of specialization based on an emphasis on Computer Science or the Arts, respectively. In addition to courses in AMPD and EECS, students select courses in Communication Studies, Science and Technology Studies, as well as courses from other units in AMPD on an expanded list of electives for each stream in the revised program.

The digital media partnership between AMPD and LE is very solid, reinforced by collaborative research projects and major funding initiatives. It will carry forward in other ways within the new Department of

Computational Arts, besides the ongoing Digital Media BA and the graduate program that is in the works. Representatives from the Department of Electrical Engineering and Computer Science on the Digital Media BA Program Council have expressed interest in participating in the proposed Interactive Media Studies BA joint program with Seneca. The Digital Media Council itself has no decision-making authority; this initiative will go forward to the respective Faculty committees and councils for normal approval processes when the articulation proposal is further developed.

Enrollment

In the immediate term, the student pool for the new department will be the same as for the Digital Media BA Program. From the growing interest in this program, it is clear that any new Computational Arts programs that focus on broader access of computational arts (varying levels of technical focus) will draw many students, including international students. We do have a direct indication of demand for such programs, because we received a large number of applicants to the Digital Media program through AMPD (students can also apply through LE) who are very interested in digital technologies within the arts, but who do not have the computation and math skills required to succeed in the current Digital Media program. These students will be supported new Computational Arts programs that have a different computational approach, such as those being developed with other units e.g. Design. We have a preliminary recruitment tool already in place through the existing program. As well, the CRC in Games, Gaming and Gamification, currently being searched for will allow this area to become more fully developed.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FFTEs			69	63.7	59.4	75.1	108
DM majors AMPD	47	62	80	75	79	87	107
DM majors LE	24	32	37	41	43	41	42

Digital media remains an Ontario government research priority, and at the federal level, computation remains prominent as a core aspect of digital media. Cutting-edge digital media research and curriculum fosters a new breed of producers. Programs such as the Digital Media BA are critical for developing creative talent with a deep range of technical and artistic ability. Students who learn the field of computational arts also become more discerning consumers, which itself contributes to the digital economy.

Graduate Studies

Well-known and respected graduate programs in computational arts include: MA, MSc and PhD degrees offered through the School of Interactive Arts and Technology at Simon Fraser University; the Media Arts and Technology Graduate Program at UC Santa Barbara (College of Engineering and the College of Letters and Science); the PhD in Digital Arts and Experimental Media (DXARTS) at the University of Washington, Master of Science in Art, Culture and Technology at MIT; and the Graduate Program in Art and Technology (MFA) at Ohio State University. AMPD Computational Arts students will be well-prepared for graduate studies in any of these programs. Each of these programs has a strong science/technology/engineering component although they generally offer choices to students within a continuum from less to more technologically hands-on. Our Digital Media BA students can also apply to the Masters of Digital Media (MDM) Program offered at the Centre for Digital Media in Vancouver (a joint initiative of the University of British Columbia, Simon Fraser University, Emily Carr University of Art + Design, and the British Columbia Institute of Technology) and to the new one-year Master of Digital Experience Innovation program at the Waterloo Stratford Campus. The joint Ryerson/York PhD in Communications and Culture would also be apt for Computational Arts graduates.

In collaboration with EECS, Computational Arts will seek to establish a new Graduate Program in Digital Media and will offer advanced training leading to the MA, MSc and PhD degrees. In parallel with the Digital Media BA Program, the proposed Program is to be jointly offered by AMPD and Lassonde, through the Department of Electrical Engineering and Computer Science. Drawing upon the demonstrated expertise of a wide range of faculty members, the Digital Media Graduate Program will provide highly qualified students with a unique opportunity of doing specialized research work in a program that uniquely combines computational science and artistic practices.

Consultation

In LA&PS there is a BA program called Culture and Expression, in the Department of Humanities. It covers topics such as “understanding movies” and “popular technologies and cultural practices.” In the Faculty of Science, the BA program Information Technology, explores various ways in which the integration and customization of new and existing technologies can meet the needs of a wide gamut of users. Unlike these programs, Computational Arts will integrate practicum courses into its programs, and will embrace digital and technological features in all of the arts through its linkages with departments in AMPD. No other programs at York integrate arts and computation.

A consultation process, proposed by AMPD’s Academic and Administrative Policy and Planning Committee (AAPPC), saw representatives from Digital Media present this proposal at the department meetings of all departments in AMPD as well as an information for student members of AMPD Council. This provided rich collegial consultation giving opportunities for all faculty members in AMPD to discuss the proposal. Strong links are already in place for research and shared curriculum and course offerings with the Department of Cinema and Media Arts; Dance; Theatre; and Visual Arts and Art History, and new initiatives are underway with Design and Music.

Three of the recent hires approved for AMPD in recent years have been into digital media, as strategic hires and Canada Research Chairs. Dr. Mark-David Hosale, who was hired as Assistant Professor into the

Digital Media BA Program in the 2011-12 academic year, is a high-energy researcher who is already very active in collaborative funding ventures, and has brought an infusion of technical and conceptual expertise into the program. Doug Van Nort, who was hired as a Canada Research Chair in Digital Performance in the 2014-2015 Academic Year, brings his expertise in performance and sensorial immersion in technologically-mediated environments. And, Graham Wakefield, Canada Research Chair in Interactive Information Visualization is an artist-researcher whose contributions include both scholarly research and the creation of works of art, especially in the area of immersive and mixed-reality art installations. Each of these hires have developed new courses in digital media and their respective programs as core and cross-listed courses in the Digital Media BA Program.

The Coordinator of the Digital Media BA Program will translate into the Chair of the proposed new department as soon as it is in place and will not require additional resources. The department Computational Arts will likely develop new degree streams, and programs in future that will include collaborations with other units in AMPD.

Relationship to UAP, SRP and SMA

The features of the Digital Media program and the proposed Department of Computational Arts also reflect priorities in the University Academic Plan 2010-15, which is grounded on principles that include the following:

- an institutional commitment to the critical importance of both research and teaching and to the inseparability of these two aspects of our mandate as part of our culture of excellence.
- the commitment to demonstrably enhancing student experiences and student success for our undergraduate and graduate students.

As well, the University five-year plan lists these among the factors that must inform planning decisions:

- an information and communications technology (ICT) revolution, which has blurred boundaries of all kinds, quickened and shaped knowledge acquisition and dissemination, and altered the aptitudes and preferences of younger generations of scholars, and at the same time offers exciting new ways to engage with and serve them.
- heightened competition from other universities and colleges of applied arts and technology, together with enhanced opportunities for institutional collaborations.

The Department of Computational Arts responds directly to these concerns. ICT is at the core of faculty expertise in the Digital Media program. Digital Media faculty also recognize its currency for students' digital literacy. This will carry forward into Computational Arts faculty complement planning.

The Strategic Mandate Agreement between the Ontario Government and York University articulates digital media as a proposed program area for growth. York University has championed digital media as an institutional priority for global leadership in its Strategic Research Plan. York has made significant investments in new faculty hires (including three Canada Research Chairs), the development of new digital media curricula and programs, and the creation of new interdisciplinary research units.

The Department of Computational Arts engages the University's Strategic Research Plan (SRP) in two of the research clusters identified and one of the opportunities for strategic development. *Analyzing Culture*

and Mobilizing Creativity encompasses the ways in which these technologies are taken up through art, design and media, both methodologically and in content creation for emerging media. In tandem, the objectives of the Department of Computational Arts fall squarely in *Exploring the Frontiers of Science and Technology*. Together, the collaborative outcomes of the proposed research seek to build on and expand new opportunities to push “technological boundaries while critically investigating the social and cultural impacts” of new technologies on human activity and interaction that make up the opportunity defined by *Digital Cultures*.

Calendar Copy

As its founding mission, the Department of Computational Arts houses the Digital Media Honours BA that is offered jointly by the School of the Arts, Media, Performance and Design and the Department of Computer Science and Electrical Engineering in the Lassonde School of Engineering. Our vision for the department is to support the emergence of experimental interactive and immersive computational artworks by a new generation of artists, scholars and developers. We are particularly committed to the hybrid forms of exploration that will develop among students who have different interests within the range of possible approaches to Computational Arts, for example: developing content for media such as gaming and mobile technologies, building a career in the digital arts and sciences world, contributing to both software and concept development for the interactive industries, or engaging in new modes of creativity that are specific to computational art practices.

The existing Digital Media BA Program supports practicum training, as well as philosophical and interpretive studies, for all of these areas. Every student is expected to be a creator and thinker, fluent in both theory and practice. New degree programs in Computational Arts will expand choices for students by linking with other departments in the School of the Arts, Media, Performance and Design. The department name Computational Arts reflects the importance of technological developments in the art-world, related industries, and culture at large. Computational Arts seeks to promote both broad and deep digital literacy for students, as well as technical and conceptual excellence in the arts, with a view to developing career options upon completion.

Administration and Governance

Computational Arts will maintain its current level of support with a faculty chair, a 65% sessional program assistant and a 85% sessional technician.

Once housed within the Department of Computational Arts, the Digital Media BA Program will continue to be managed by a Program Council that represents each of the Schools involved. The Program Council will continue to represent the two participating Schools through three members from each of AMPD and LE. The Council is mandated to guide the management and evolution of the program by bringing forward for discussion curriculum and other proposed changes that members consider to be in the best interests of the program going forward. Once agreed on, such changes go forward to the respective Faculty committees and councils for normal approval processes. The Digital Media Council itself has no decision-making authority.

Space and Computing Needs

The School of Arts, Media, Performance, and Design supports two spaces in Accolade West that primarily serve courses in the Digital Media BA program – all of which include both AMPD and LE students. These courses also serve as electives for students in AMPD and other faculties around the University. A 27-seat fixed computer lab in ACW 102 (Art and Technology Learning Laboratory) hosts Digital Media practicum courses, including a number of large service courses. The laptop-based Transmedia Lab in ACW 103 hosts Digital Media courses including physical computing, and digital media project. The Transmedia Lab has also been used for the Digital Media fourth year student showcase, pan-Faculty workshops (faculty and student), MFA Dance thesis performances, faculty research projects, and as an exhibition space for an MFA Design graduate defense.

These two spaces have been maintained primarily through York's Academic Equipment Fund. We are conscious that these funds are diminishing, and are gradually moving toward a model of fewer fixed-seat computers and more reliance on laptops, including an initiative to provide students with key software through Associated Course Fees. The spaces are under the management of Amir Habashy who is co-appointed with VAAH. The shared VAAH/DM server that provides support for student work is under the auspices of AMPD Computing Services. Students in Digital Media require folders for their project files, shared space to work (nothing is stored locally on the computers in the ACW 102 Lab), and web space. The server setup is currently under consideration for a move to York's central File Access Services, under the auspices of UIT. In general, specialized computing needs for the Digital Media Program and for Computational Arts, such as database-drive websites, are coordinated between faculty, AMPD Computing and UIT.

Global Engagement 2020: Furthering Internationalization at York University



DRAFT – April 8, 2016

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The way must be tried.

DRAFT

'We live in a world where internationalization is not just a concept, but a reality. Societies have become increasingly interdependent; global economies and cultural interactions are the norm. For Canada's future leaders to contribute effectively to this society, international experience is essential. As such, it is important that universities adopt internationalization as part of their mandate. This can only be achieved with both strong leadership from the top and grassroots involvement from all members of the university community'

Mamdouh Shoukri, President and Vice-Chancellor, York University

1- Why internationalization?

In an increasingly globalized world, where cross-border flows of people and ideas are the norm, distance, space and time are no longer boundaries for university teaching, learning and research. As stated in York's 2010-15 University Academic Plan entitled "Enhancing Academic Quality in a Globalized World?":

Researchers are linking with colleagues close to home and, to a growing extent, farther afield: (...) students come to York from abroad for all or part of their studies, or take part in exchanges around the world. Scholarship is tackling questions that are interdependent and of universal importance. (...) Teaching, learning and research are not spatially anchored or bounded by traditional modes¹.

In response to this rapidly evolving reality universities worldwide have adopted *internationalization* as a central part of their planning and strategic objectives. Canada is no exception as the survey conducted in 2014 by *Universities Canada* shows. While Canadian universities most frequently cite *building strategic alliances and partnerships with key institutions abroad, promoting an internationalized campus, increasing the university's global profile and generating revenue* as reasons why Canadian universities integrate and promote internationalization on their campuses, the first and most important reason for all universities is *preparing internationally knowledgeable and inter-culturally competent graduates*.

This should not come as a surprise. University graduates worldwide are bound to live and work in highly multicultural contexts, where interactions with individuals of a myriad of cultural and ethnic backgrounds –whether these are friends, neighbours, professional partners, employees etc.- are a daily reality, where professional opportunities may be more global than local, where a global perspective is key to personal and professional success.

As well, academics are operating in increasingly global networks. Universities worldwide seek international partnerships, establish innovative joint programs or degrees with global partners, set up offshore

To create an environment in which students and faculty can learn to change the lives of others, as well as their own, while contributing to innovation and growth at an institutional and national level is one of the primary goals of internationalisation. (British Council, 2015)

¹ York University, *University Academic Plan 2010-2015: Enhancing Academic Quality in a Globalized World* (2010), 3

campuses, encourage and support international research projects, compete for global rankings etc. As reminded by Thomas L. Friedman², we live in a *flat* world where countries, individuals and companies are more interconnected than ever.

2- York's Commitment to Internationalization

York University's commitment to internationalization was clearly articulated in the University Academic Plan (2010-15):

Internationalization is a crucial element of our integrated planning for the next several years. It reflects a reality that teaching, learning and research are not spatially anchored or bounded by traditional modes. It represents to us a compelling opportunity to expand our horizons and extend our mission. Significantly, it symbolizes and redeems our valuation of the broadest possible exchange of ideas and the widest array of means by which to learn, share, and apply.³

The UAP highlighted the key imperative of redoubling efforts to internationalize the university:

This will be accomplished by increasing the presence of graduate and undergraduate international students and faculty members on the University's campuses, and by increasing the opportunities for members of the community to gain global experience⁴.

The 2010 York Provostial White Paper⁵ set a target of 10% of international students to be reached by 2017. By 2014 York was already ahead of this target.

Progress towards the achievement of these goals for advancing internationalization is reflected in York's recently approved 2015-2020 University Academic Plan, which reaffirms the value of global engagement, and continues the commitment to the enhancement and expansion of internationalization in relation to research, partnerships and networks, curriculum, and international experiences. It sets as objectives an increase in the proportion of international students (undergraduate and graduate) to 15-20% over the period of the plan and the provision of a one-stop portal for potential and current international students. These commitments and goals will shape the further development of York's international plans.

From 2010 to 2014 York's international (degree seeking) student population increased from 3,769 to 5,190 students. As of November 1st, 2014 international

² Thomas L. Friedman. *The World Is Flat: A Brief History of the Twenty-First Century*, Farrar, Straus and Giroux, 2005.

³ York University, *University Academic Plan 2010-2015: Enhancing Academic Quality in a Globalized World* (2010), 10.

⁴ York University, *UAP 2010-2015*, 7.

⁵ York University, Office of the Provost, *Provostial White Paper* (April 2010), 13.

students accounted for approximately 9.0% of undergraduates and 13.5% of graduate students, and 10% overall. In 2015-16, the proportion of undergraduate international student enrolments increased to 10% and graduate increased to 13.7% for a total of 11% overall as of November 1st 2015. The percentages in this paragraph represent those students who are studying at York on a permit from another country and how the University benchmarks international growth.

To better represent the global diversity of students on campus, those students studying on a permit as well as those who are not Canadian citizens and are studying at York need to be captured. The proportion of international students then represent 10,273 international undergraduate students, 1,548 graduate students - a total of 11,821 international students that represent 22% of York's student population⁶. The total numbers include international students on exchange that represent an average of 300 incoming students - mostly undergraduate (350 in 2014-15; 308 in 2015-16).

In 2015 York's international students originated from 178 countries (as opposed to 157 in 2014)⁷. While this makes York one of the most – if not the most-multicultural campuses in Canada, the top five countries have, since 2010, consistently been China, India, Pakistan, Nigeria, South Korea with Chinese students representing almost 31% of the overall student population in 2015.

With regard to outbound student mobility York has established, to date, 297 student exchange agreements worldwide that are providing opportunities for students to gain international experience as part of their academic programs, one of York's commitments in the UAP. In the last three years numbers of York students earning academic credits on exchange have steadily increased from 333 students (2012-13) to 379 (2014-15) and 418 (2015-16). If we include students who participated in short term study abroad programs/summer school or courses and internships, more than 900 York students gained an international experience in 2015-16.

Internationalization is also key to York's mission as a globally recognized comprehensive research-intensive university. There are over 130 areas or competencies of research in which York stands out as an international leader. Faculty research that is tackling questions that are interdependent and of global importance, is a key driver of York's international reputation, which in turn attracts high-quality partners and students. A significant number of York faculty are currently involved in international research projects in collaboration with partners around the globe⁸ and in some cases, with funding from Canadian agencies (DFATD, IRDC, SSHRC) or international funding agencies. Some of York's Research Centres and Institutes have a clearly defined international focus (i.e York Centre for Asian Research (YCAR), the Harriett Tubman Institute, the

⁶ Fact Book 2015-16

⁷ Fact Book 2015-16

⁸ <http://www.yorku.ca/research/about/facultyresearch.html>

Centre for Research on Latin America and the Caribbean (CERLAC), City Institute). Between 2010 and 2015, 40% of journal publications at York were co-authored with faculty working at a non-Canadian institution. It is worth noting that the average for Canada was 45.5% for the same period.

Global partnerships have been instrumental in helping York 'build research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide'⁹, another important commitment under the UAP. York has 170+ active international research partnerships. Such partnerships support York's strong teaching, learning and research ties with institutions in countries or regions identified as Canada's 'priority' markets for international education.¹⁰ (i.e. China, India, Brazil, Mexico) or in regions considered as 'traditional' markets (i.e. Europe)¹¹.

York's research and teaching programs are the foundation of York's established global reputation, with programs ranked in the top 100 in the world. In the 2015 Times Higher Education World Education rankings (THES) York was ranked 95th in the world for social sciences and 97th for arts and humanities¹². Other programs, including business and law, also enjoy a global reputation of excellence. York's global presence has been enhanced by the new Schulich School of Business campus in Hyderabad inaugurated in September 2014. The Faculty of Environmental Studies future satellite campus at Las Nubes, Costa Rica will contribute to a York presence in Latin America.

3. Where do we go from here? Global Engagement 2020

What will York's global engagement look like in 2020? How will York build on its strong international foundation to intensify internationalize its campuses? What are York's aspirations as a global university?

We propose that enhancing York's global engagement should imply:

- 1- Increasing our international enrolments in ways that reflect who we are and what we value.
- 2- Increasing research partnerships and collaborative research outputs with global partners to impact global innovation.

⁹ UAP, 8

¹⁰ Government of Canada. *Canada's International Education Strategy: Harnessing our knowledge advantage to drive innovation and prosperity* (Ottawa: Government of Canada, 2014).

¹¹ According to *York Strategic Research Plan 2013-2018 : Building on Strength* major recent research partnerships include projects with Europe (Germany, Sweden, Israel, Switzerland), India, and the U.S

¹² Times Higher Education World university rankings www.timeshighereducation.co.uk/world-university-rankings/

- 3- Educating globally competent students.
- 4- Expanding York's global footprint.
- 5- Building an active network of international alumni.

York's global engagement would and should involve various elements of internationalization: student mobility inbound (i.e. recruitment of international undergraduate and graduate students, exchange students, visiting internationals); Student mobility outbound (i.e. exchange partnerships, global internship or volunteer programs, study abroad courses etc.); faculty mobility (i.e. faculty teaching or researching abroad; visiting professors); research-based exchange and partnerships; initiatives to internationalize the curriculum and to maintain active networks of global alumni.

1- Increasing our international enrolments in ways that reflect who we are and what we value

York University's commitment to diversity, social responsibility, academic freedom, accessibility makes it a global magnet for students who value learning in a diverse environment that exemplifies and models values of global citizenship. The presence of international students on our campuses enriches education for all students as the quality of student learning is enhanced by exposure to international perspectives.

As mentioned earlier York is ahead of the 10% international student target that the 2010 Provostial White Paper set for 2017. Yet York's international student enrolments are lower than at Canadian universities of similar size and with an equally solid global reputation.

While there is interest in increasing our international student population to levels close to those at comparable institutions, this objective should be reached without compromising York's values nor an adequate assessment of the risks involved and a clear understanding of how such risks can be mitigated. Enhanced international student recruitment should support York's efforts to further diversify its international student base while reducing its reliance on a small group of countries. It should also support York's commitment to bilingual education allied with its commitment to accessibility would justify attracting students from French-speaking countries in Africa providing that such students be given the best chances to succeed.

In this context York should set an new international student enrolment target for 2020 and develop an international recruitment strategy that will align recruitment priority countries with the Canadian international strategy including India, Brazil, Turkey and countries that offer nationally funded scholarship programs at both undergraduate and graduate levels (i.e. Germany, Brazil, Turkey, Saudi Arabia).

Campuses can create environments where international students are not seen as homogenous and monolithic but rather gloriously diverse, with many unique strengths and assets that they bring to their communities (..)

(CBIE, 2014)

When welcoming more international students on campus, York will be committed to providing the resources needed to support the academic success and engagement of international students. Research¹³ indicates that international students' academic and personal success depends on making connections with different groups on campus — domestic students, other

international students, faculty and staff, on having access to a wide range of academic and non-academic resources that are relevant to their needs at any given time and can support their successful transition into a new learning environment as well as their integration in – and adjustment to- a new society and culture.

In successfully supporting international students in their transition to York and Canada, York will contribute to making Canada a country of opportunity for those who will choose to become permanent residents.

2- Impacting global innovation by building strategic partnerships to advance global research

Global competition between universities worldwide— for more international students, more international research collaborations and funding, etc. - is a reality. Rankings are scrutinized, and they appear to increasingly influence universities in their decisions to establish partnerships, seek research collaborations, etc. Establishing consortia between highly ranked universities in one country or between international partners (i.e. 'C9 League',¹⁴ in China; Global 30 in Japan; League of European Research Universities) have been a way to increase their global visibility and research impact globally, and attract significant research and development funding.

The University's Strategic Research Plan commits that, during the period 2013 to 2018, there will be "increased recognition of our research, scholarly and creative work through enhancement of our ranking in national and international surveys, increased attraction of high quality undergraduate and graduate students and postdoctoral fellows, continued growth in our research income and publication quality and intensity, and further broadening of our external partnerships and engagement."¹⁵

¹³ See for instance CBIE 2014 *World of Learning* report

¹⁴ The C9 universities are: Tsinghua, Peking University, Fudan University, University of Science and Technology of China, Nanjing University, Shanghai Jiao Tong University, Zhejiang University, Xi'an Jiaotong University and Harbin Institute of Technology

¹⁵ York University, *Strategic Research Plan 2013-2018: Building on Strength*, 5.

Enhancing York's global reputation as a university engaged in questions of global importance and increasing its ability to impact global innovation will be further enhanced by taking advantage of international collaborative research funding opportunities (i.e. Horizon 2020, IRTG), providing leadership for international research initiatives (i.e. migration and culture, rights and ethics, TMT, CERN, space exploration), and building connections with global industry, NGOs, governments and the not-for-profit sector.

Establishing strategic partnerships with global partners will be essential.

Strategic partnership building should not solely be determined by global rankings; it should take into consideration what makes an institution the best and most successful fit for York and vice-versa. Seeking new partnerships remains important but we must also build on existing successes by broadening the scope of current partnerships (i.e. student and researcher exchange agreements). Building strategic partnerships also suggests identifying strategic markets for York. More importantly it suggests developing ethical partnerships with leading international universities that share York's values.

3- Educating globally competent students.

As one of the most diverse and multicultural universities in the world, York offers an environment where students can interact with peers, faculty and staff who can trace their roots back to more than 170 countries. It is an ideal environment for students to develop an awareness and adaptability to cultural differences and diverse perceptions and views. It is an environment where students can develop a global competence while learning tolerance.

However, being globally competent also suggests a familiarity with issues of global relevance and an understanding of the global dimension of one's area of study. Global competence is 'an indispensable qualification of global citizenship, that is the ability to work cooperatively in seeking and implementing solutions to challenges of global significance'.¹⁶

York University is open to the world: we explore global concerns.
(York's Mission Statement)

In this regard embedding intercultural and global content in the curriculum is essential to York's ability to educate globally competent students. A number of Faculties (i.e. Schulich, Health and Lassonde) have made a strategic commitment to incorporate international subject-matter and experiences in the curriculum for many or most of their students. Other Faculties have incorporated internationalization selectively where it aligns with students' academic goals.

¹⁶ W. Brustein. *Growing globally competent students to achieve true internationalization*. IIE Networker Fall 2013, 35-16

Enhancing internationalization of the curriculum will help York 'shape the global thinkers and thinking that will define tomorrow'¹⁷.

For students, global competence is an indispensable qualification of global citizenship, that is the ability to work cooperatively in seeking and implementing solutions to challenges of global significance, e.g. economic, technological, political and environmental.'

In order to develop a global competence York students should also have access to varied and innovative global learning opportunities that would include studying, researching, working, volunteering abroad. In addition York students should be strongly encouraged to learn a foreign language at York or through a program abroad.

In 2015-16 1.5% of York students (up from 1.2% in 2014-15) are participating in an exchange (institutional or Faculty-specific), internship (i.e. York International Global Internships), placement (through Osgoode Law School or the Faculty of Education) or summer abroad course. This percentage is low, even in the Canadian context where only 3% of students go abroad (for credit or not). The Canadian Bureau for International Education (CBIE) regards Canadian students' low participation in study abroad as *the Achilles' heel in Canada's aspirations for greater global engagement and competitiveness*¹⁸. CBIE suggests that 15% of Canadian students should go abroad by 2022.

Research¹⁹ indicates that although Canadian students are aware of study abroad opportunities at their institutions and are overall interested in global issues, there is a gap between awareness of, and participation in – study abroad. The most commonly cited barriers to participation in study abroad are financial barriers, lack of preparedness (i.e. no prior experience studying abroad and/or living away from family or friends), academic barriers (i.e. credit transferability; program flexibility; GPA requirement for participation) and job/career barriers (i.e. need to ensure that the study abroad experience has practical and tangible benefits on students' employability and career aspirations).

Our student demographics²⁰ suggest that York students are likely to experience similar -or even greater- challenges with regard to participation in study abroad. Compared to other university students York students report a higher percentage of finance-related issues: over half of our students are on OSAP and more than 40% work an average of 16 hours per week off campus. Fewer students live on campus²¹. Moreover, almost 28% of our undergraduates are first-generation.

¹⁷ York University Website

¹⁸ <http://www.cbie-bcei.ca/wp-content/uploads/2014/08/CBIE-FINA-Submission-2014-Aug-14.pdf>

¹⁹ See for instance, *the World of Learning: Canadian Post-secondary students and the study abroad experience*, CBIE report (2009)

²⁰ Based on 2014-15 statistics provided by the Division of students at York University

²¹ In 2014 Only 5.2% of York undergraduate students lived on campus (2014 CUDO report <http://cudo.info.yorku.ca/report/2014-e-student-life/>)

There is no doubt that such parameters influence the students' decision to study abroad. For instance, as students often need to work during the summer, short-term opportunities (summer abroad courses and summer schools) are becoming increasingly attractive for students at York and other Canadian universities.

In this context and considering that global learning should be an integral part of the student's experiential education, York should consider expanding the range of global learning opportunities available to students and especially those with a focus on experiential learning (i.e. service learning opportunities; global internships in a variety of settings). Given that locally Toronto is one of the most multicultural urban centres in Canada, it represents an ideal context for less mobile students to develop an intercultural understanding. While reaching the 15% target for Canadian students' study abroad proposed by CBIE will be challenging over the next five years, York is committed to increasing student participation in global learning opportunities by providing adequate support (i.e. financial) and recognition, as well as a wide range of opportunities for all students.

4. Expanding York's global footprint.

The Schulich School of Business campus in Hyderabad that was inaugurated in September 2014 and the future FES satellite facility in Las Nubes, Costa Rica represent opportunities for York to expand its global footprint in two important regions. Some of York's Faculties that offer programs of global relevance and/or are considering joint degrees or programs may seize these opportunities to enhance their global visibility and solidify academic collaborations they have in the regions.

Moreover, the Schulich Executive Education Centre offices in Beijing and Shanghai, China, as well as the physical presence of the Asia Business Management Program in China contribute to enhancing York's global visibility and may present other opportunities for York's Faculties to establish international partnerships for teaching, learning and research. York's Faculties' distinctive strengths will provide a foundation for future international growth and development.

As establishing an offshore presence generally consumes a great deal of time, energy and resources, York's Faculties could start considering less ambitious but no less innovative initiatives such as delivering summer programs at partner universities under a joint banner.

5. Building an active network of global alumni

York has 285,000 alumni in 150 countries with its two largest alumni associations in Hong Kong and the UK. The Schulich Global Alumni Network represents 85 alumni chapters in 60 countries.

A number of York alumni hold senior positions in industry, government or other organizations outside Canada and are in a position to support the University in a variety of ways. Engaging international alumni could, for example, help the University meet goals for international student recruitment, advancement, global visibility and reputation enhancement.

York's global alumni are an important resource for building relationships that enhance the University's mission.

4- Global Engagement 2020. Furthering Internationalization at York

Aspirations and key strategic directions

York aspires to be a global leader in research and teaching. York aspires to deliver an excellent interdisciplinary curriculum with a global perspective. York's students will be the global citizens of tomorrow.

By 2020:

1. International students will form 15% of York's undergraduate enrolments.
2. York will have implemented an international recruitment strategy aligned with Canada's international education strategy and aimed at further diversifying York's international student base, with increased participation of students from countries currently underrepresented.
3. York will have implemented mechanisms that break down our present barriers to international graduate student training.
4. York will ensure that international students receive the academic and non-academic support they need to succeed at York.
5. York will ensure that the retention and student satisfaction rates of international students meet or exceed those for domestic students.
6. York will solidify and broaden its top 100 performance in international rankings.
7. York will increase its international research engagement through:
 - a. Increased numbers and value of international research funding
 - b. Increased % of scholarly publication involving international co-authors

- c. Increased numbers of international scholarly works (books, installations, conferences etc.)
 - d. Increased number of York Faculty involved in international editorial, peer review and research organizational activities
 - e. Increased number of international patents and research commercialization agreements.
 - f. Increased graduate student and postdoctoral fellows exchange.
8. York will have established and expanded key research partnerships and collaborations in strategic locations and with leading partner universities that share York's values.
 9. York faculty will be fully supported in building international research collaborations.
 10. York students will develop a strong global competence at York or abroad or both.
 11. York students will have access to a varied range of global experiential learning opportunities to study, research, work and volunteer abroad.
 12. A minimum of 5% of York undergraduate students will go abroad at some point in their academic career.
 13. York undergraduate students will be qualified to pursue graduate education abroad.
 14. A minimum of 5 % of York graduate students undertake some of their training internationally or participate in international research exchanges.
 15. York's offshore presence will be enhanced by projects and programs run by York's Faculties at York's current offshore locations.
 16. York will engage a larger and diverse network of international alumni.
 17. York's active global alumni network will be a resource for building relationships that enhance the University's mission.

Note on implementation:

It should be noted that plans to support implementation of various aspects of these international aspirations are in development. For example, plans are being developed by in relation to strategic directions for pan-university international undergraduate student recruitment for the 2016-17 recruitment cycle (York University International Recruitment Strategy: 2016-17 Recruitment Cycle), with the objectives of increasing the number of qualified international applicants, improving conversion rates, diversifying the applicant pool, and identifying priority areas for international recruitment, consistent with institutional priorities and goals. In addition, a pan-university framework for the engagement of external agents or recruiters to support student recruitment (External International Student Recruitment Partners/Agents – Framework document) is in development, setting out principles and guidelines in this area.

Board of Governors

Memorandum

To: Board of Governors

From: Ozench Ibrahim, Chair, Finance and Audit Committee

Date: May 3, 2016

Subject: Tuition Fees Approval – Graduate Programs

Recommendation:

The Board Finance and Audit Committee recommends that the Board of Governors approve the domestic and international tuition fees outlined below for new and existing graduate programs.

All new programs below are pending funding and fee approval from the MTCU. Should the Ministry approve fees different than the fees proposed below, approval is being sought for the amount approved by the Ministry.

New Programs:

PhD Nursing

- That the domestic full-time tuition fee rate be set at **\$7,002.00 per year or for three terms, effective Fall 2017** (excludes centrally collected ancillary and student referenda fee).
- That the international full-time tuition fee rate be set at **\$18,745.65 per year or for three terms effective Fall 2017** (excludes centrally collected ancillary and student referenda fee but inclusive of the \$825.00 International Tax).

Background and Rationale

This is a new program for York. The proposed fees align with similar programs offered by peer institutions in Ontario. The fees charged by the University of Toronto, Ottawa and McMaster in 2015-2016 range from \$7,060 to \$7,074 for domestic, and \$16,761 to \$20,530 for international.

Board of Governors

Master of Leadership and Community Engagement (MLCE)

- That the domestic part-time tuition fee rate be set at **\$8,700.00 per year or three terms effective, Summer 2017** (excludes centrally collected ancillary and student referenda fees).
- That the international part-time tuition fee rate be set at **\$17,400.00 per year or for three terms effective Summer 2017** (excludes centrally collected ancillary and student referenda fee but inclusive of the \$825.00 International Tax).

Background and Rationale

This is a new program for York. The proposed fees align with similar programs offered by peer institutions in Ontario. The fees charged by Wilfred Laurier, University of Toronto, Queens, and Western in 2015-2016 range from \$8,571 to \$12,949 for domestic and \$12,907 to 20,530 for international.

Master of Real Estate and Infrastructure (MREI)

- That the domestic full-time tuition fee rate be set at **\$17,655.35 per term effective Fall 2016** (excludes centrally collected ancillary and student referenda fees).
- That the international full-time tuition fee rate be set at **\$22,501.22 per term effective Fall 2016, \$23,751.22 per term effective Fall 2017 and increased by \$1,250 per term effective Fall 2018** (excludes centrally collected ancillary and student referenda fee but inclusive of the \$825.00 International Tax).

Background and Rationale

This is a new program for York. The proposed fees align with other graduate management programs offered by the Schulich School of Business. The only other comparable graduate program in Canada is an MBA with a major in Real Estate offered by the University of Toronto. The tuition fees for this program at the University of Toronto are \$24,242 per term for domestic students and \$26,683 per term for international students.

Master of Management (MMgt)

- That the domestic full-time tuition fee rate be set at **\$9,452.00 per term effective Fall 2016** (excludes centrally collected ancillary and student referenda fees).

Board of Governors

- That the entering international full-time tuition fee rate be set **\$17,553.00 per term effective Fall 2016** (excludes centrally collected ancillary and student referenda fee but inclusive of the \$825.00 International Tax).

Background and Rationale

This is a new program for York. The proposed fees for this entry level graduate management program resides in-between those charged to bachelor (BBA/iBBA) and senior masters (MBA, IMBA) students. The fees charged by Wilfred Laurier, Western and University of British Columbia in 2015-2016 range from \$8,750 to \$13,951 for domestic and \$13,125 to \$20,392 for international.

Existing Programs:

Master of Business Administration (MBA), International Master of Business Administration (iMBA), Master of Business Analytics (MBAN), and Master of Finance (MF)

- That the existing international fees for the above noted programs be increased to **\$23,751.22 per term effective Fall 2017, and further increased by \$1,250 per term effective Fall 2018** (excludes centrally collected ancillary and student referenda fee but inclusive of the \$825.00 International Tax).

Background and Rationale

Domestic program fees have been set and approved previously based on the four year framework (up to 2016/17), set by the Ministry of Training, Colleges and Universities. International program fees are not subject to Ministry guidelines and the proposed fees represent a 5% per year increase. As increased, the proposed fees remain lower than those charged by peer institutions in Ontario, including the University of Toronto and Western University.

Questions for Stakeholders

The Presidential Search Committee invites you to respond to any or all of these questions in confidence by emailing yorkupresident@caldwellpartners.com. Your comments will not be attributed to you, but your feedback will be shared with the Presidential search committee and will be taken into consideration as the Committee develops the Mandate and Position Profile for the next President and Vice-Chancellor of York University. Thank you.

- 1. What makes York University different from other universities / what strengths should York continue to build upon?*
- 2. What challenges and opportunities do you see for York University over the next few years?*
- 3. What should be the goals and priorities for the next President and Vice-Chancellor? (Alternatively, you may wish to just finish the sentence: "I hope that the next President does ...".)*
- 4. What experience and/or leadership attributes should York University be seeking in its next President and Vice-Chancellor – and are there any characteristics of York itself that the next President should exemplify?*
- 5. What else should we be considering?*

York University Board of Governors - Minutes

Meeting: Open Session 1 March, 2016 at 1:30 pm
5th Floor Kaneff Tower, Keele Campus

Present:

Rick Waugh, Chair
Shadiya Aidid
Susan Black
Jacques Demers
Laura Formusa (by telephone)
Bill Hatanaka
Ozench Ibrahim
Vijay Kanwar
Julie Lassonde
David Leyton-Brown
Bernie Lightman
Earle Nestmann
Dan O'Hara
Jane Rowe (by telephone)
Mamdouh Shoukri
Dragan Spasojevic
Paul Tsaparis
Amanda Wassermuhl
Randy Williamson
Henry Wu

Maureen Armstrong, Secretary
Cheryl Underhill, Assistant
Secretary

Regrets:

Bill Boyle
John Hunkin
David McFadden
Rose Reisman
Honey Sherman
Tony Viner
Ajay Virmani
Hana Zalzal

Others:

Sayjon Ariyaratnam
Gary Brewer
Barbara Crow
Heather Dirckze
Richard Francki
Rob Haché
Bryan Daniel Hansraj
Joy Kirchner
Rhonda Lenton
Ran Lewin
Jeff O'Hagan
Wade Hall
David J. Kim
Ijade Maxwell Rodrigues
Ross McMillan
Janet Morrison
Alice Pitt
Clivane Previlon
Bud Purves
Saba Rafiq
Catherine Salole
Liisa Stephenson
Janice Walls
Susan Webb
Iris Zeng

Elaine MacRae, Board
Coordinator

II. OPEN SESSION

1. Chair's Items

Governors and community members in attendance were welcomed to the meeting.

The Chair noted with regret that Susan Black has resigned from the Board due to professional commitments. This being her final meeting, Mr Waugh acknowledged and thanked Ms Black for her seven years of dedicated service and leadership as a governor, committee chair and Vice-Chair of the Board. Best wishes were extended to Susan on her new professional endeavours.

a. Report on Items Decided in the Closed Session

York University Board of Governors - Minutes

No decisions were taken by the Board in the Closed session.

b. Consent Agenda Approval

The Board approved by consent the minutes of the 8 December 2015 meeting of the Board of Governors.

2. Executive Committee

At its meeting the committee:

- concurred with the negotiated collective agreement reached with the York University Faculty Association
- confirmed David McFadden as Chair of the Governance and Human Resources Committee, succeeding Susan Black
- confirmed that Randy Williamson, Chair of the Investment Committee, will replace Ms Black on the Presidential Search Committee
- discussed capital project planning, including internal and external financing options for priority projects
- received an update on planning for the new Markham campus

3. President's Items

a. Opening Remarks

President Shoukri expressed his thanks and appreciation to Susan Black for her valuable contributions to the University through her membership on the Board. He also conveyed his appreciation to the York University Faculty Association and University negotiating teams in reaching a successful conclusion to the collective agreement renewal.

The *2015 President's Report* was distributed to the Board at the meeting; a copy is filed with these minutes.

The President also briefed the Board on the following matters:

- the President's statement on Commitment to Inclusive Communities and the establishment of the President's Advisory Committee on Inclusion
- Senate's approval of the 2015 – 2020 University Academic Plan
- his successful trip to India as a delegate with the Premier of Ontario
- confirmation of the Province's commitment to York to establish the Markham campus as expressed in the provincial budget
- the upcoming event to launch the Fundraising Campaign on April 21

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b. Kudos Report

The President's "Kudos" report for the period of November 2015 to February 2016 was *noted*.

c. Presentation: Student *LeaderShape* Program

Drawing on the material distributed with the agenda, the Vice-Provost Students delivered a presentation on the *Leadershape* program for student leaders at York, and undergraduate student Heather Dirckze recited an original poem about the value of her experience with the program. As the only Canadian university to adopt it, the University is working to secure funding to sustain the program at York.

4. Finance and Audit Committee

In addition to the items of business brought to the Board for approval at this meeting, the Finance and Audit committee discussed several matters, including budget planning and enrolment updates. To date divisional budgets are tracking slightly ahead of the operating budget. Enrolments and applications remain a challenging environment overall.

a. Natural Gas Procurement Framework

Revised documentation was distributed to the Board at the meeting; a copy is filed with these minutes. Ms. Ibrahim spoke to the proposed framework, noting that the objective of pre-purchasing the University's natural gas requirements is to reduce price volatility and increase cost certainty in budget planning. It was duly *agreed*, **that the Vice-President Finance and Administration be delegated authority to pre-purchase York's natural gas volume requirements on the basis of the natural gas procurement framework set out in the revised documentation.**

b. Fees

- Meal Plan Fees

The documentation circulated with the agenda was *noted*. The proposed increase in the cost of the meal plans reflects both rising food costs and the need to provide plans that meet students' requirements for the entirety of the academic year. Going forward students will be permitted to carry forward to the following year any unspent balance. The proposed new meal plan fees remain competitive with those at other Ontario universities.

It was duly *agreed*, **that the Board of Governors approve a 2016/2017 Meal Plan rate increase of \$125, reflecting an average increase of approximately 4% for mandatory meal plans.**

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- Undergraduate Residence Fees

Referring to the supporting material in the agenda Ms Ibrahim noted that the proposed increase to the residence fees is the first in several years, supports the achievement of the 10-year Housing Strategy while also keeping the fees competitive relative to other universities within the province. It was duly agreed **that the Board of Governors approve a rate increase of 3.7% for all undergraduate residence rooms on the Keele and Glendon campuses, effective the FW 2016-2017 academic year.**

- Centrally Collected Ancillary Fees

As articulated in the supporting documentation, the recommended increase in the ancillary fees is necessary to address inflationary increases in operating costs for the student services. The new fees are aligned with the Ancillary Fee Agreement. It was duly *agreed* **that the Board of Governors approve an increase of 2.25% to the centrally collected ancillary fees for undergraduate students and students enrolled in graduate professional programs commencing FW 2016-2017.**

- Parking Rates

The material circulated with the agenda was *noted*. Parking rates at the University have been static since 2012. The proposed increase of approximately 3% will support the parking-related operating and capital expenses expressed in the Long-Term Ancillary Plan. It was duly *agreed*, **that the Board of Governors approve the parking rate increases as outlined in the documentation.**

5. Governance and Human Resources Committee

- a. Board Evaluation Surveys

Drawing on the written summary in the agenda, Ms Black spoke to the results of the Board evaluation survey. While the overall results indicate governors' high satisfaction with the functioning of the Board, the areas for improvement and the corresponding recommendations were noted by management.

Ms Black also advised the Board of the key items of business discussed by the committee at its meeting the prior day. Vacancy planning is a current focus of the committee to identify nominees to fill the four vacancies on the Board. A short-list of seven diverse individuals who reflect the skills needs of the Board was generated for further consideration. On the Human Resources side, the Vice-President Finance & Administration briefed the committee on labour relations matters, the status of the University Sector Jointly Sponsored Pension Plan (JSPP) initiative and the search process for a new Assistant Vice-President of Human Resources.

York University Board of Governors - Minutes

6. Land and Property Committee

On behalf of the Committee Mr Tsaparis highlighted the matters discussed at its last meeting, the major items being:

- the new Student Centre project, the design of which is being guided by the University's Master Plan
- An update on the Markham campus which reported that construction of the phase-one building of the campus is expected to commence by mid-2018
- Subway expansion; it is anticipated that the grounds around the York University station will be re-instated for use by the University by the end of 2016
- the commencement of the construction of The Quad student housing project

7. Marketing, Communications and Community Affairs Committee

In the absence of the Chair, Ms Aidid reported on the items of business discussed by the Committee, including:

- Markham Campus developments
- the University's response to the painting in the Student Centre that has aroused media attention
- a report from Vice-President Hagan on the Fundraising Campaign advising that it has been going very well, with all Faculties and units participating in its planning and development
- a report from the Chief Marketing and Communications Officer about the brand communications campaign launched last Fall; the committee will hold a special meeting in a few weeks to hear about the assessment of the survey results on the new campaign.

8. Other Business

Ms Black thanked the Board and the President for their warm words of appreciation to her. She considers York's Board an excellent one and felt privileged to have served as one of its governors.

9. *In Camera* Session

An *in camera* session was held. No further decisions were taken.

Rick Waugh, Chair _____

M. Armstrong, Secretary _____

Board of Governors

Memorandum

To: Board of Governors

From: David McFadden, Chair, Governance and Human Resources Committee

Date: May 3, 2016

Subject: Annual Review of the Policies on Occupational Health & Safety, Workplace Harassment, and Workplace Violence

Recommendation

The Governance and Human Resources Committee recommends that the Board of Governors re-approve the following three policies:

- 1. Occupational Health and Safety Policy,**
- 2. Policy on Workplace Harassment, and**
- 3. Policy on Workplace Violence**

Rationale:

The Occupational Health and Safety Act requires annual review of the Occupational Health and Safety Policy, the Policy on Workplace Harassment, and the Policy on Workplace Violence. Through its Joint Health and Safety Committees, York maintains a process of continuous re-assessment of these policies. Through the Board Governance and Human Resources Committee, the University has annually re-approved these Policies. Amendments are proposed and highlighted in each of the attached policy.

Attachments:

- Occupational Health and Safety Policy
- Policy on Workplace Harassment
- Policy on Workplace Violence

Occupational Health and Safety Policy (PROPOSED CHANGES HIGHLIGHTED)

Notes: Approved by UEC: 1996/09/16; Re-Approved by the Board of Governors: 1991/05/13; 1992/10/26; 1993/10/18, 1995/04/10; 1996/10/07; 1997/03/03; 1998/01/26; Approved and Revised by Board Audit Committee: 1998/12/08; Approved by the Board of Governors: 1998/12/14, Re-Approved by the Board of Governors: 1999/12/06, 2001/06/25, 2002/04/29, 2003/04/28, 2004/04/26, 2005/05/02, 2006/05/01, 2007/04/30, 2008/06/23, 2009/06/23, 2010/06/21, 2011/06/20, 2012/06/25, 2013/06/24; Revised and approved by the Board Finance and Audit Committee: 2014/05/26; Re-approved by the Board of Governors: 2014/06/23; 2015/06/22.
Date Effective: 1991/05/13; ***This policy must be approved annually by the Board of Governors.***

Approval Authority: Board of Governors

Signature: "M. Shoukri"

Policy

York University is committed to the prevention of illness and injury through the provision and maintenance of healthy and safe conditions on its premises and fostering a culture of safety; including psychological safety. The University endeavours to provide a hazard free environment and minimize risks by adherence to all relevant legislation, and where appropriate, through development and implementation of additional internal standards, programs and procedures.

York University requires that health and safety be a primary objective in every area of operation and that all persons utilizing University premises comply with procedures, regulations and standards relating to health and safety.

Occupational Health and Safety

Persons who are supervisors as defined by the Occupational Health and Safety Act shall ensure that persons under their direction are made aware of and comply with all applicable requirements and procedures adherent to this policy. To ensure continual improvement in health and safety, supervisors shall establish objectives, develop and implement safe work procedures and practices and investigate all hazards of which they become aware and shall take appropriate corrective action.

The University shall acquaint its employees with such components of legislation, regulations, standards, practices and procedures as they pertain to the elimination, control and management of hazards in their work and work environment. Employees shall work safely and comply with the requirements of legislation, internal regulations, standards and programs and shall report hazards to someone in authority, in the interests of the health and safety of all members of the community.

Students

Students are responsible for conducting themselves in a manner which is consistent with their health and safety and that of others. Failure to do so may be considered a breach of the Code of Student Rights and Responsibilities.

Tenants and Contractors

The University will make its commercial tenants and contractors aware of its Occupational Health and Safety Policy and of the requirement that all persons working on its premises conduct their business in accordance with the Occupational Health and Safety Act and Regulations, and any other applicable legislation.

This Health and Safety Policy is promulgated by the Board of Governors and the administration thereof is delegated to the Vice-President Finance and Administration. Failure to abide by this policy or the requirements, regulations, standards or procedures contemplated herein will result in appropriate discipline or sanctions.

Workplace Violence, Policy on (NO PROPOSED CHANGES)

Legislative History:

Reviewed by President and Vice-Presidents, January 27, 2010. Approved by Board Governance and Human Resources Committee February 10, 2010. Approved by the Board of Governors February 22, 2010. Effective March 1, 2010. Re-approved by the Board of Governors 2013/06/24; 2014/06/23, 2015/06/22

Approval Authority: Board of Governors

Signature: Paul Cantor

Description: Describes workplace violence and the University's commitment to protect its workers from workplace violence.

I. Scope

This policy is intended to protect all persons working for York University including but not limited to students, faculty, staff, and volunteers.

II. Definition

The term, “workplace violence” means:

- a. the exercise of physical force by a person against a worker, in a workplace, that causes or may cause personal injury to the worker;
- b. an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; or
- c. a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

III. Policy

- 1. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace violence.
- 2. York University shall assess, and reassess as necessary, the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
- 3. Anyone who engages in workplace violence shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including

termination.

IV. Review

This policy shall be reviewed at least annually.

V. Responsibility

The Vice-President Finance and Administration shall be responsible for establishing a program, guidelines and procedures to implement this policy.

VI. Related Policies

- [Occupational Health and Safety Policy](#)
- [Policy Concerning Racism](#)
- [Sexual Harassment Policy](#)
- [Sexual Assault Awareness, Prevention and Response](#)
- [Code of Student Rights and Responsibilities](#)
- [Workplace Harassment Policy](#)

Workplace Harassment, Policy on (PROPOSED CHANGES HIGHLIGHTED)

Legislative History:

Reviewed by President and Vice-Presidents, January 27, 2010. Approved by Board Governance and Human Resources Committee February 10, 2010. Approved by the Board of Governors February 22, 2010. Effective March 1, 2010. Re-approved by the Board of Governors 2013/06/24; 2014/06/23; 2015/06/22

Approval Authority: Board of Governors

Signature: Paul Cantor

Description: Describes the nature of workplace harassment and the University's commitment to protect its workers from workplace harassment.

I. Scope

This policy is intended to protect all persons working for York University including but not limited to students, faculty, staff, and volunteers.

II. Definition

The term, "workplace harassment" means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or workplace sexual harassment. The term "workplace sexual harassment" means:

- a. engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b. making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Workplace harassment does not include reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace, or rudeness unless extreme, demotion, legitimate performance management, operational

directives, job assignments, inadvertent management errors, or a single incident unless grave or harmful.

III. Policy

1. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace harassment.
2. Anyone who engages in workplace harassment shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including termination.

IV. Review

This policy shall be reviewed at least annually.

V. Responsibility

The Vice-President Finance and Administration shall be responsible for establishing a program, guidelines and procedures to implement this policy.

VI. Related Policies

- [Occupational Health and Safety Policy](#)
- [Policy Concerning Racism](#)
- [Sexual Harassment Policy](#)
- [Sexual Assault Awareness, Prevention and Response](#)
- [Code of Student Rights and Responsibilities](#)
- [Workplace Violence Policy](#)

Board of Governors

Memorandum

To: Board of Governors

From: Rick Waugh, Chair, Executive Committee

Date: May 3, 2016

Subject: Pension Fund Board of Trustees Re-Appointment

Recommendation:

The Executive Committee recommends **that the Board of Governors approve the re-appointment below effective May 1, 2016 for a three-year term.**

Background:

The Pension Fund Board of Trustees (BoT) has responsibility for the pension fund as delegated by the Board of Governors under a Trust Agreement. Its Terms of Reference, approved by the Board of Governors, specify that various bodies recommend members. Those recommended become members when they are approved by the Board of Governors and have signed an acknowledgement that they are bound by the Trust Agreement. Even though a specific body nominates a Trustee, once appointed, Trustees do not represent only that particular body, but have fiduciary responsibilities to all the members and beneficiaries of the pension plan.

The normal term of office is three years, with retiring members being eligible for re-appointment to a maximum of nine consecutive years.

Nominees:

Aldo DiMarcantonio as a Presidential nominee

Aldo holds the position of Comptroller here at York University since April 2002. He was first appointed to the Pension Fund Board of Trustees in May 2013; this will be his second three-year term.

Board of Governors

Memorandum

To: Board of Governors

From: David McFadden, Chair, Governance and Human Resources Committee

Date: May 3 2016

Subject: 2015 Annual Report – Health, Safety & Employee Well-Being

Introduction

York University is committed to a workplace that is healthy and safe through the prevention of illness and injury and by ensuring legislative compliance. This report summarizes the health, safety and employee well-being activities at York University in 2015 and presents indicators that are quantitative measures of the University's performance in 2015.

To ensure that the University meets its obligations under the *Occupational Health and Safety Act* and the University's Occupational Health and Safety Policy (Appendix I), the Board of Governors, through the Governance and Human Resources Committee, annually reviews the Occupational Health and Safety Policy, evaluates performance indicators of key areas, and approves annual health and safety goals and objectives.

York University Occupational Health and Safety Management System

The York University Occupational Health and Safety (OHS) Management System has been implemented to ensure due diligence in the management of workplace health and safety and includes the following:

- Occupational Health and Safety Policy and Programs with oversight by the Health, Safety & Employee Well-Being Unit;
- Internal Responsibility System for health and safety which includes management, faculty and staff, Joint Health and Safety Committees (JHSCs), and Area Health and Safety Officers.

Area Health and Safety Officers

The OHS Management Systems includes the appointment of Area Health and Safety

Board of Governors

Officers (HSOs) to advise management, including Vice-Presidents, Deans, Directors, and others responsible for health and safety matters in their areas. The HSOs provide a link from the central Health, Safety & Employee Well-Being (HSEWB) unit to the university community to disseminate health and safety information and assist in the maintenance of a safe and healthy workplace.

There is currently a network of over 80 HSOs representing all areas of the University. HSOs submit an annual report to HSEWB providing information relating to workplace health and safety in the areas they represent for the previous 12 months. This annual report serves as a tool to assist Department Heads with accountability for health and safety, enabling them to fulfill their oversight role for health and safety, and providing information to HSEWB to support the University's Health and Safety Program.

HSEWB supports the network of HSOs through training, communication and forums. In 2015, HSOs attended three forums which included:

- Information about York University's specific program, including emergency preparedness, first aid, prevention of slips, trips and falls, health & safety orientation and ergonomics training, infection prevention, and accident investigation;
- Information to support HSOs in their roles, including sharing of best practices, review of the HSO Annual Checklist and accessing health and safety training records through E-Reports;
- General information, including workplace stress and balance, and information on the Pan Am Games at York.

Health and Safety Policy and Program Review

Occupational Health and Safety Policy and Workplace Violence and Harassment Policies

Under the *Occupational Health and Safety Act*, an employer must prepare and review, at least annually, a written occupational health and safety policy, and must develop and maintain a program to implement that policy. Employers must also prepare and review, at least annually, policies on workplace violence and workplace harassment. **These policies are recommended for re-approval under a separate agenda item.**

In 2015, HSEWB began a review of the Occupational Health and Safety Policy to include psychological health and safety. The Policy on Workplace Harassment is currently being reviewed to ensure consistency with the requirements of Bill 132. The Board of Governors, through the Governance and Human Resources Committee, will review these amendments as part of their annual review of the Occupational Health & Safety Policy, the Policy on Workplace Violence, and the Policy on Workplace Harassment. Please refer to Appendix I for these policies.

Board of Governors

Health and Safety Programs and Guidelines

York University's Health and Safety Programs are developed and implemented consistent with legislative requirements, as well as industry standards and best practices. These programs are developed to outline requirements for safe practices, ultimately reducing accidents and work-related injuries and ensuring the safety of the university community. Programs are reviewed in conjunction with the Joint Health and Safety Committees, every two years. A list of these programs and review dates can be found in Appendix II.

Occupational Health and Safety Audits

York University implemented an Occupational Health and Safety Audit program in 2011 to further efforts toward injury and illness prevention and legislative compliance. In 2014, the Health, Safety & Employee Well-Being (HSEWB) team introduced the role of Health & Safety Advisor. The Health & Safety Advisors provide dedicated support to assigned faculties/departments, and act as a resource for these areas to provide advice, guidance, training and programs, consistent with legislative, regulatory, and internal occupational health and safety policies, procedures and programs. As a centralized resource, the role of Health & Safety Advisor contributes to the advancement of an integrated model of health, safety and employee well-being and the development and maintenance of a safe and healthy environment for staff and faculty.

As a result of the changes associated with the introduction of this new role, the audit program was suspended in 2014. In 2015, the HSEWB team participated in formal health and safety audit training and reviewed the audit program, including the schedule and approach, with the intent of resuming audits in 2016. These health and safety audits will evaluate the development, implementation and maintenance of the Occupational Health and Safety Management System by assessing regulatory compliance status, identifying gaps within the OHS system and providing units and management with an opportunity to make improvements.

Previous OHS Audit Activities

Completed Audits	
2011	Department of Human Resources, Faculty of Health, Libraries, Faculty of Graduate Studies, Faculty of Science and Engineering
2012	Faculty of Fine Arts, Faculty of Education, Osgoode Hall Law School
2013	Faculty of Liberal Arts and Professional Studies

Note: the audit schedule was based on a six-year cycle, with high risk environments audited once every 3 years and lower risk areas audited every 6 years.

Board of Governors

Joint Health and Safety Committees

Joint Health and Safety Committees (JHSCs) assist in the creation and maintenance of a safe and healthy work environment and are an integral part of the University's Occupational Health & Safety Management System. The University currently has five (5) multi-workplace JHSCs. The University's JHSCs assist in:

- Identifying actual and potential hazards in the workplace;
- Receiving worker concerns, complaints and recommendations for workplace health and safety;
- Discussing issues and recommending solutions.

JHSCs are consulted in the review of the University's Occupational Health and Safety Policy and in the development and review of existing and proposed health and safety programs. The JHSCs conduct regular workplace inspections, ensuring that the workplace is inspected at least once a year, with parts of the workplace being inspected each month. JHSCs are also involved in accident investigations, and participate in Ministry of Labour visits and inspections. As part of their responsibilities under the *Occupational Health and Safety Act*, JHSCs make recommendations to supervisors/managers to address health and safety concerns, including findings from workplace inspections. On occasion, formal written recommendations are sent to the Vice-President Finance and Administration (VPFA) for employer response.

To ensure due diligence, management must ensure that the structure and functions of the JHSCs comply with legislated requirements. The *Occupational Health and Safety Act* requires JHSCs to meet at least once every three months.

HSEWB will continue to work with the various JHSCs and management to ensure that the JHSCs meet the OHS Act requirement of at least one meeting every three months and regular workplace inspections. As a result of an Ontario-wide Ministry of Labour review of Multi-Site Joint Health & Safety Committees, the HSEWB team is currently reviewing the structure of JHSCs at York to ensure legislative compliance.

Board of Governors

JHSC	JHSC Meetings in 2015
CUPE 1356, 1356-1, 1356-2	<i>8 meetings held in 2015</i> Jan, Feb, Mar, Apr, May, June, Sep, Nov
CUPE 3903	<i>4 meetings held in 2015</i> Jan, May, Oct, Nov
IUOE	<i>4 meetings held in 2015</i> May (2 meetings), Aug, Dec
YUFA	<i>3 meetings held in 2015</i> May, Oct, Dec
YUSA	<i>9 meetings held in 2015</i> Jan, Mar, Apr, May, June, July, Oct, Nov, Dec

<i>JHSC Inspections Conducted in 2015</i>					
JHSC	2015	2014	2013	2012	2011
CUPE 1356, 1356-1, 1356-2	41	55	37	51	26
CUPE 3903	5	6	7	10	0
IUOE	7	1	3	11	8
YUFA	17	20	10	12	3
YUSA	40	25	12	13	22

Legislative Updates

The following outlines legislative changes that will have an impact on Health, Safety and Employee Well-Being at York University.

Federal Legislation

Human Pathogens and Toxins Act (HPTA) and Regulations

On December 1, 2015, the *Human Pathogens and Toxins Regulations* (HPTR) came into force under the HPTA, and the *Human Pathogens Importation Regulations* (HPIR) was repealed. This new legislation impacts institutions that conduct controlled activities, which include: possessing, handling, using, producing, storing, permitting any person

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access, transferring, importing, exporting, releasing, abandoning, and disposing of a human pathogen or toxin. Such institutions are now required to apply for a license under the HPTA. Along with the license application, there is also a requirement to submit an institutional Administrative Oversight Plan (AOP), which details commitment from Senior Management, delineation of the roles and responsibilities of various parties involved in the management of the Biosafety program, as well as how risk are identified, assessed, managed and controlled at an institutional level.

York University submitted the license application, along with the Administrative Oversight Plan, on February 5, 2016. The license application and AOP was completed by the University's Biosafety Officer, and reviewed by the HSEWB team, the Office of Research Ethics, and the Biosafety Committee.

Transition from Canada's Workplace Hazardous Materials Information System (WHMIS) 1988 to WHMIS 2015

WHMIS 2015 implements the Globally Harmonized System of Classification and Labeling of Chemicals (GHS). In Ontario, both the *Occupational Health and Safety Act* (OHSA) and the *WHMIS Regulation* must be amended to implement WHMIS 2015. Proposed amendments to the OHSA received Royal Assent on December 3, 2015 but they are not yet in force. Until these amendments come into force, federal WHMIS 2015 and provincial WHMIS requirements will not be aligned. During this period, the Ministry of Labour is taking an interim operational approach to ensure that workers are protected and that GHS standards are implemented in a coordinated manner. Ontario proposes to provide for a lengthy transition period (December 2018) for full implementation of WHMIS 2015 in workplaces. Implications for York: current training programs will need to be adapted to reflect GHS, and all faculty and staff will need to be trained. Currently efforts are being made to incorporate certain aspects of GHS into the training programs.

Provincial Legislation

Bill 18 – Stronger Workplaces for a Stronger Economy Act

This legislation received Royal Assent in November 2014 and replaced the definition of a 'worker' under the *OHSA* with an expanded list of individuals that would be considered workers. The new definition includes a person who performs work or supplies services for monetary compensation, secondary school, college, university, or other post-secondary students on unpaid work experience programs, and a person who receives training from an employer but is not an employee under the *Employment Standards Act*. This bill also amends the *Workplace Safety and Insurance Act* in relation to temporary employment agencies and employers who contract with those agencies.

The intent of this legislative change was to ensure protection for unpaid workers, including students, performing unpaid work in a workplace as they are exposed to the same hazards as other workers. This will require employers to provide health and safety education and training for these individuals, including worker awareness,

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workplace violence/workplace harassment training, WHMIS, and workplace-specific training. York University's Health & Safety Orientation Training currently include health and safety awareness training, and training on workplace violence and harassment for both workers and supervisors. This information is available to this group of workers. It is expected that anyone responsible for this type of worker will ensure any other relevant training and equipment is provided for the circumstances they are working in.

As this legislation is relatively new, it is currently unclear if there will be further impacts to the University. As such, HSEWB will continue to monitor information related to this legislation as it becomes available.

Bill 132 – Sexual Violence and Harassment Action Plan Act

This legislation received Royal Assent on March 8, 2016 and comes into effect on September 8, 2016. With respect to health and safety, the legislation amends the *Occupational Health and Safety Act* to include a definition of workplace sexual harassment and adds workplace sexual harassment to the definition of workplace harassment. Other amendments include adding additional requirements for programs that implement a workplace harassment policy required under the Act, imposing certain duties on employers to protect workers from workplace harassment, and allowing an MOL inspector to order an employer to cause an investigation of workplace harassment to be conducted by a third-party person.

York has updated the Workplace Harassment Prevention Policy. Please refer to Appendix I for this policy with the changes highlighted. The Workplace Harassment Prevention Program is currently being reviewed and updated to incorporate the legislative amendments.

Occupational Health and Safety Act (OHSA) and Regulations

New *JHSC Certification Training Standards* came into effect on March 1, 2016. JHSC members certified under the 1996 standard retain their certification and do not require retraining. Any new members requiring certification will need to be certified under the new standard, which is three days of training for Part 1, and two days of training for Part 2. Under the new standard, certification requires 1-day refresher training every three years. Active certified members may obtain a one-time exemption from this requirement.

Last year's report included information regarding the Ministry of Labour's review of Minister's Orders that permit multi-workplace joint health and safety committees (MJHSCs). A MJHSC is a single joint health and safety (JHSC) committee, established and maintained for more than one workplace, each of which would normally require its own JHSC. This exception from the normal requirements must be permitted by a Minister's Order. The ministry is implementing a review of existing MJHSCs to ensure that MJHSCs stay current, reflect the workplaces or organization's structure, and continue to protect worker health and safety.

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To date, York University has received a letter for one of our MJHSCs and is undertaking a review of the structure of this JHSC as well as the broader structure of the remaining JHSCs at York to ensure they adequately reflect the workplace and organizational structure and contribute to a strong workplace internal responsibility system.

Government Contacts

The information presented below outlines the nature and outcomes of contact that has been made with regulatory agencies in 2015. The University ensures compliance with any direction received from regulatory agencies.

- Ministry of Labour – reporting critical injuries; participate in the investigation of accidents/incidents and reported health and safety concerns
- Ministry of the Environment – liaise with the MOE regarding hazardous waste; administered York University's Hazardous Waste Information Network (HWIN) on the Ministry of Environment website
- Canadian Nuclear Safety Commission – submitted annual compliance report and liaised with the CNSC regarding our licence
- Public Health Agency of Canada – submitted license applications for Risk Group 2 and Risk Group 3 agents under the Human Pathogens and Toxins Act and Regulations
- Canadian Council of Animal Care – participated in an external party inspection
- Canadian Food Inspection Agency – applied for import permits for research activities involving plants and animals
- Ministry of Foreign Affairs – prepared and submitted reports on the Chemical Weapons Convention
- City of Toronto – completed CHEMTRAC reporting to comply with the City of Toronto Environmental and Reporting Disclosure bylaw, which includes the assessment, calculation and submission of releases of prescribed chemicals from designated university facilities

Workplace Accident Statistics and Costs

The following sections provide information on workplace accident statistics and costs. Management of injuries and tracking of injury trends enables the identification of causes and corrective actions, management of costs as well as provides information to inform programs, procedures and training initiatives.

Critical Injuries

A critical injury is defined under the *Occupational Health and Safety Act* as an injury of a serious nature, to any person in the workplace that results in one of the following:

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- Places life in jeopardy
- Unconsciousness
- Substantial loss of blood
- Fracture of a leg or arm but not a finger or toe
- Amputation of a leg, arm, hand or good, but not a finger or toe
- Burns to a major portion of the body, or loss of sight in an eye

In 2015, 1 critical injury was reported to the Ministry of Labour when an employee reported possibly losing consciousness as the result of cutting their hand.

WSIB (Workplace Safety & Insurance Board) Claims

WSIB claims arise from workplace injuries requiring lost time or health care. The following summarizes the University's WSIB claims in 2015 (data as of January 31, 2016):

- 90 approved claims (30 lost time claims and 60 health care claims)
- 499.1 days lost
- 16.64 average days lost per claim
- Frequency rate: 0.34
- Severity rate: 5.74

WSIB Claim Statistics

Year	Approved Claims		Lost Days	Average # of lost days per claim	Frequency	Severity
	Lost Time	Health Care				
2015	30	60	499.1	16.64	0.34	5.74
2014	39	60	617.3	15.83	0.46	7.33
2013	45	38	865.8	19.24	0.51	9.86
2012	44	52	838.9	19.07	0.51	9.71
2011	40	51	991.5	24.79	0.46	11.46
2010	50	63	1342	26.84	0.62	16.66

*Data as of January 31, 2016

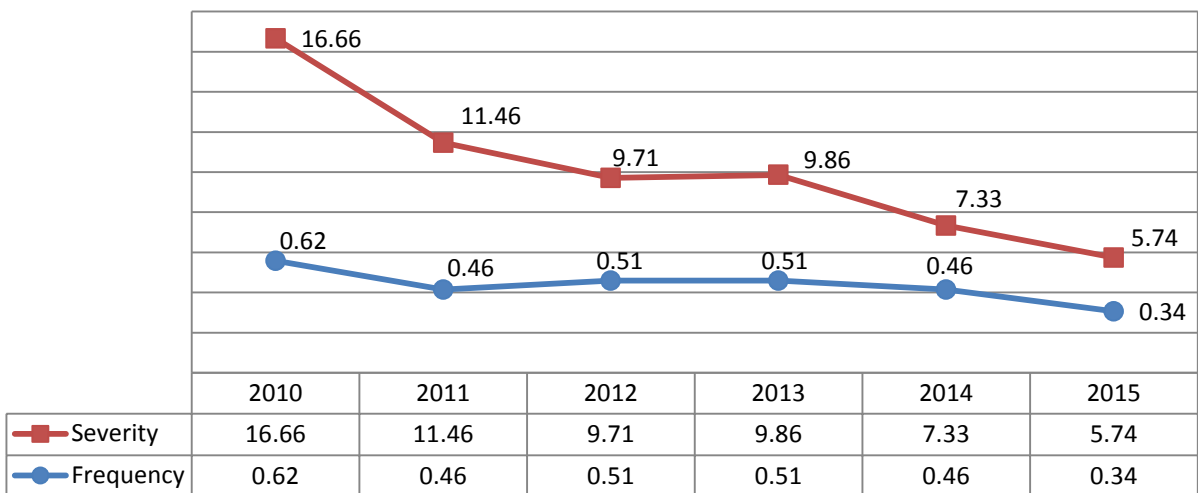
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Frequency and **severity**¹ are measures that show the impact of work-related injuries and illness on the university. These measures normalize injury statistics based on the number of workers and hours worked, allowing for better comparison of the measures between years as well as with other organizations as they are industry-standard measures.

Overall, both frequency and severity rates have decreased significantly over the past five years. Frequency, a measure of the number of lost-time injuries per 100 full-time equivalent workers (or 200,000 hours worked) decreased 26% compared to 2014, and decreased 44% compared to 2010. Severity, a measure of the year-to-date days lost per 100 full-time equivalent workers (or 200,000 hours worked) decreased 22% compared to 2014, and decreased 66% compared to 2010.

The University continues to strive to reduce accidents and injuries through proactive measures such as health and safety training, inspections and workplace hazard assessments.

Workplace Injury Frequency and Severity Rates



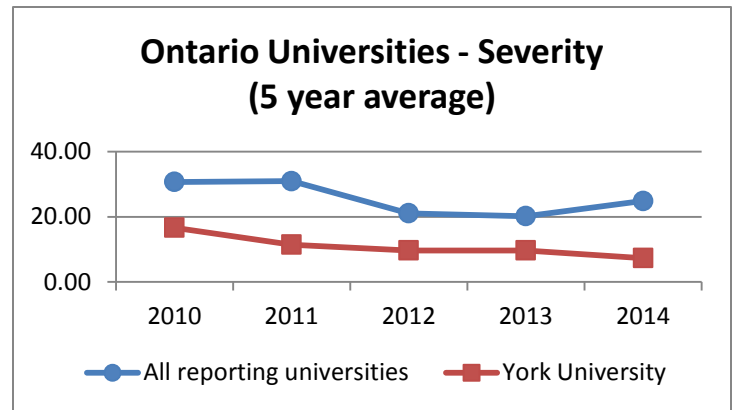
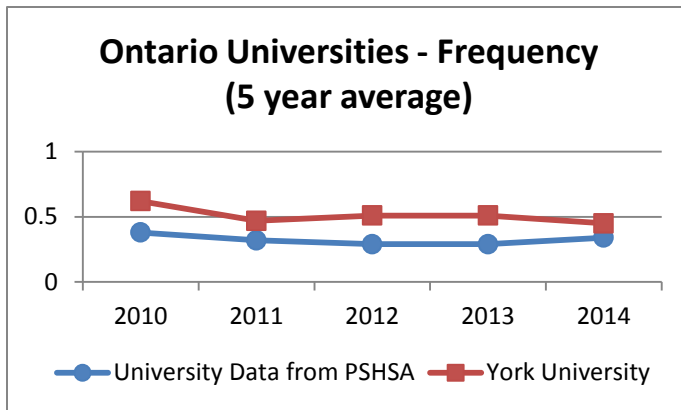
Comparison to Ontario University WSIB Data

The following charts illustrate York University's WSIB injury frequency and severity rates as compared to the university sector in Ontario from 2010-2014. Frequency data is provided by the Public Services Health and Safety Association (PSHSA) and reflects statistics for all Ontario universities. Severity data presented is provided by Ontario universities that reported their annual data to CEHSO (Council of Environmental Health and Safety Officers of Ontario Universities).

¹Frequency – the number of lost-time injuries per 100 full-time equivalent workers or 200,000 hours worked

Severity – the year-to-date days lost per 100 full-time equivalent workers or 200,000 hours worked

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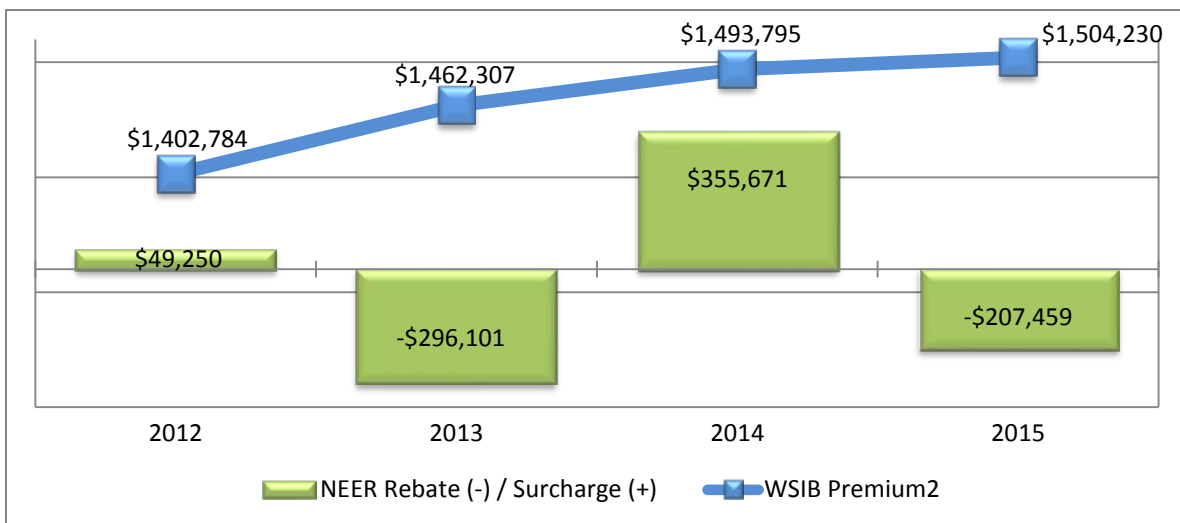
WSIB (Workplace Safety & Insurance Board) Costs

The Workplace Safety and Insurance Board (WSIB) premium rate of 36 cents per hundred dollars of payroll has remained the same since 2011. In 2010, the premium rate was \$0.34/\$100 of payroll.

The following summarizes the University's WSIB costs in 2015 (data as of January 31, 2016):

- WSIB Premium: \$1,504,229.98
- NEER Rebate for the period of 2012-2015: \$207,459
- Performance Index: 1.76

WSIB Costs 2012-2015



WSIB Performance Index

The WSIB Performance Index is a comparison between the NEER cost and the WSIB's

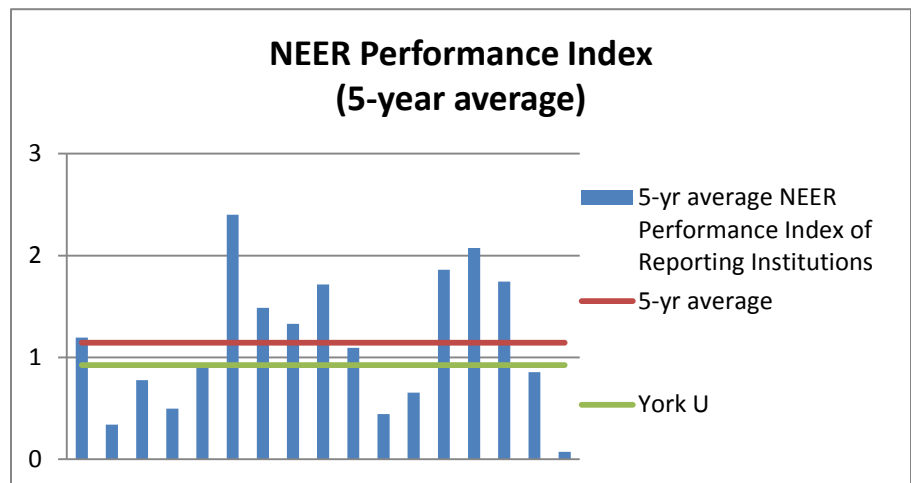
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forecast cost for the rate group. A performance index of less than 1.0 indicates a better-than-average performance and potential rebate, whereas a performance index of greater than 1.0 indicates a potential surcharge. The performance index, as of January 31, 2016 is 1.76; however this is subject to change as case management activities continue throughout this year for claims from 2013, 2014, 2015 and 2016. Efforts will continue to reduce costs by ensuring effective claims management, return to work, maximizing cost recovery through WSIB's Second Injury Enhancement Fund (SIEF) and third party transfer opportunities whenever possible. In addition, WSIB cost statements are reviewed for errors to effect retroactive cost claim adjustments.

Year	2012	2013	2014	2015
Performance Index	0.75	1.20	1.05	1.76

Comparison to Ontario University WSIB Data – NEER Performance Index

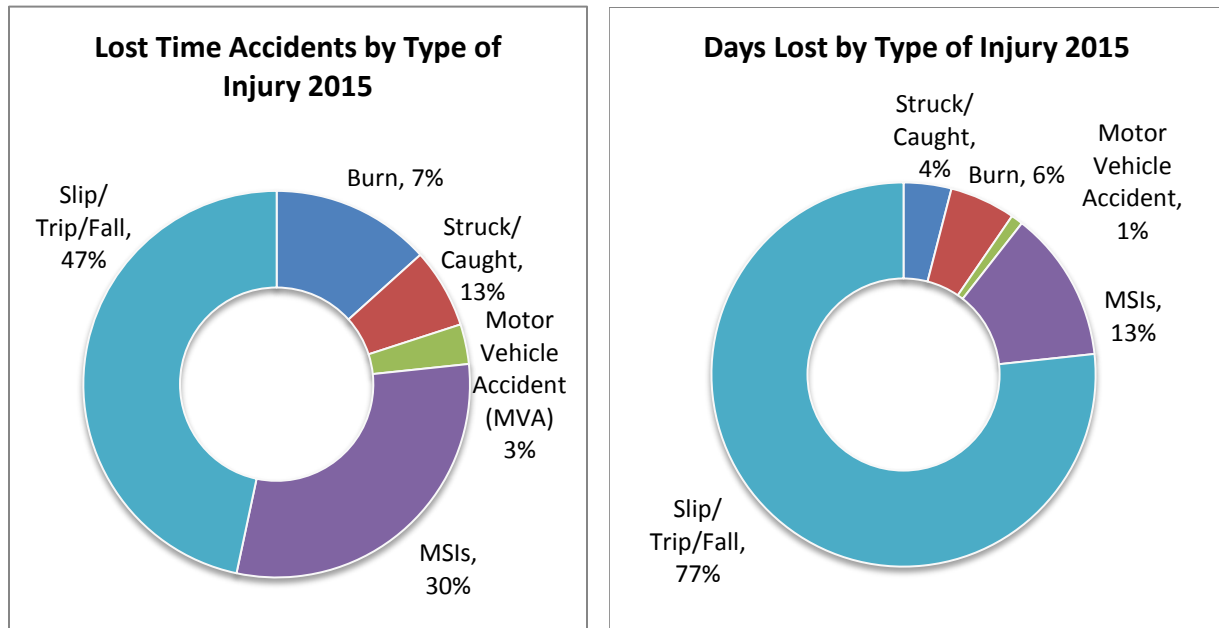
This chart illustrates York University's 5-year average NEER Performance Index as compared to the university sector in Ontario. Data is provided by Ontario universities that reported their annual data to CEHSO (Council of Environmental Health and Safety Officers of Ontario Universities) for the period of 2010-2014.



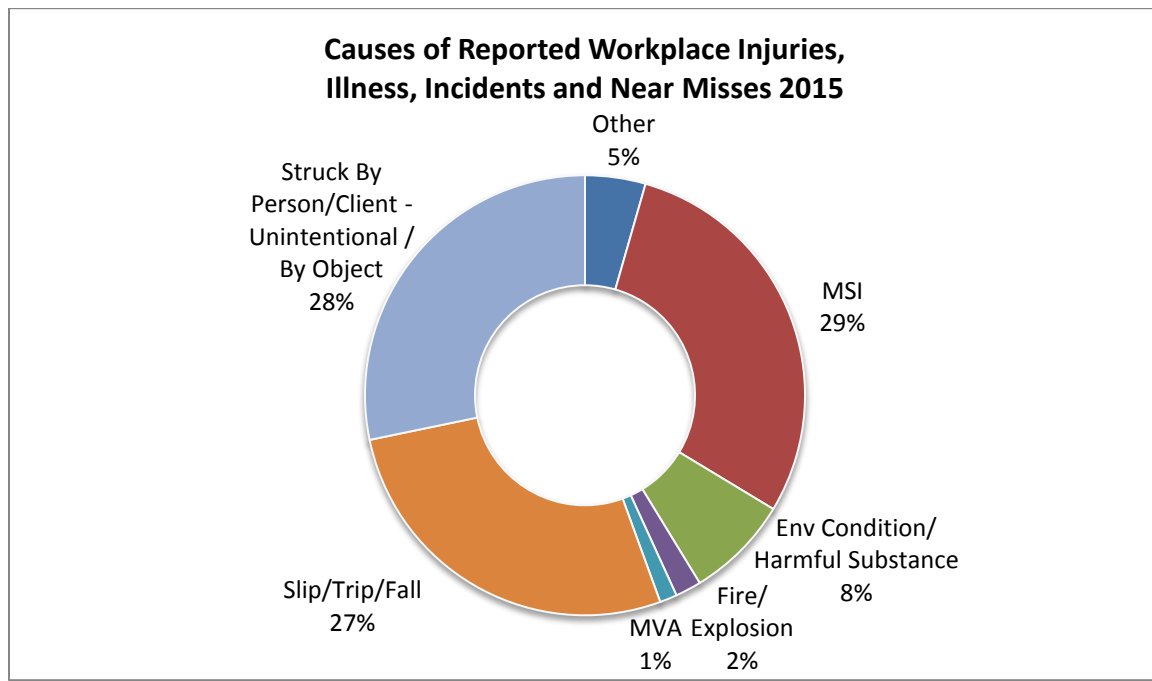
Causes of Workplace Injuries/Illness

The leading cause of workplace injuries involving lost time in 2015 continues to be slips, trips and falls, accounting for 47% of allowed claims, while the largest cause of lost days due to injury is also slips/trips and falls, accounting for 77% of lost time.

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The largest cause of reported workplace injuries, illnesses and near misses in 2015 was musculoskeletal injuries, accounting for 29% of reported injuries. This is closely followed by struck by person – unintentional/object (28%), and slips/trips/falls (27%).



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Disability Statistics and Disability Support Program

Long-term disability claims are adjudicated and managed by Sun Life once approved. The Health, Safety & Employee Well-Being unit case manages short-term absences greater than 10 days, assists with transition from STD to LTD, ensures appropriate case management, and is involved in planning for return to work.

Long-Term Disability (LTD):

- 37 claims approved in 2015; average duration of LTD claims is 7.9 months
- 89 active LTD cases (as of April 1, 2016), 49 of which are deemed to be permanently disabled
- In 2015, 76% of LTD cases were resolved through return to work

Long-Term Disability Claim Statistics:

Year	Submitted Claims	Approved Claims	% Resolved Claims - Controllable		
			Return to Work	No Longer Disabled	Change of Definition
2015	39	37	76%	19%	5%
2014	28	25	62%	31%	8%
2013	42	30	76%	14%	10%
2012	52	40	80%	15%	5%

Claim Trends

LTD claim trends for 2015 indicate that mental health is the largest contributor of claims (35%), followed by cancer (22%), and musculoskeletal injuries (19%). These trends are the same as last year and are consistent with the LTD trends of our benchmark organizations.

Disability Support Program

The Health, Safety and Employee Well-Being Unit continue to roll out the Disability Support Program and processes in collaboration with the various stakeholders to decrease the impact of illness and injury to the employee and workplace through the prevention and mitigation of absences. The Disability Support Program will have linkages to wellness and mental health promotion and attendance support program initiatives including tools and resources, which are essential for the successful implementation of a comprehensive program for the university.

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Accommodation in Employment for Persons with Disabilities

Employers have an obligation to accommodate workers who have a disability, either temporary or permanent. York University is committed to meeting the needs of any faculty or staff with a disability, requiring a medically supported accommodation, to enable them to perform their work and to fully participate in the workplace. The University applies the principles stated in the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, in the development of accommodation and early and safe return to work programs and strategies.

The Health, Safety and Employee Well-Being team is responsible for the administration and implementation of accommodation guidelines and procedures and works collaboratively with faculty and staff, unions, and academic administrators and non-academic managers to assist employees with disabilities to remain at work or return to work after recovering from an illness or injury.

HEALTH AND SAFETY

Advice and Guidance

The Health, Safety and Employee Well-Being unit provided support to the university community for health and safety issues and concerns, to assist decision-making and activities to ensure due diligence, including:

- Safety support for spill response for chemicals and bio-hazardous materials, exposure to infectious or bio-hazardous materials, concerns related to ELF from cell phone towers, and emergency pick up of hazardous waste
- Indoor air quality assessments to address concerns related to odours, dust, mould, air circulation, heat and humidity, cold, water leaks/floods, and perceived concerns regarding health issues from 3D printers
- Mould assessments and moisture testing conducted to address complaints as well as after leaks or floods; ensured that work conforms to the mould guideline from the Environmental Abatement Council of Ontario (EACO)
- Responses related to asbestos, to identify the presence of asbestos and to ensure that work being done conforms to the Asbestos Regulation (O. Reg 278/05) if asbestos is present
- Water quality concerns requiring testing and/or response from CSBO
- Concerns related to odors, requiring follow-up and/or testing

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- Noise concerns, requiring testing and recommendations where required
- General safety concerns, requiring advice and guidance; some examples from 2015 include temperature, lighting concerns, machine guarding, first aid
- Ergonomic assessments, recommendations, review of equipment and interventions to prevent musculoskeletal injuries
- Support for the investigation and reporting of critical injuries
- Support with legislative compliance and proactive risk assessments
- Chemical and laboratory safety by conducting laboratory inspections and audits, supporting the commissioning and decommissioning of labs and ensuring all users of chemicals, including faculty, staff and students, are trained in WHMIS
- Emergency response for chemical safety issues

Occupational Health and Disease Prevention

Medical Surveillance Program

Medical surveillance programs establish the initial health status (baseline) of a person and ensure adequate safety measures are enacted for the hazards present in the workplace. York University's medical surveillance program includes medical surveillance for workers working with biological hazards and annual audiometric testing for workers exposed to high noise levels.

Workers who may be exposed to biological hazards are required to complete a medical questionnaire and be assessed by a medical practitioner to ensure that various immunizations and medical tests (e.g. TB tests) are completed before work begins, and annually for specific work activities.

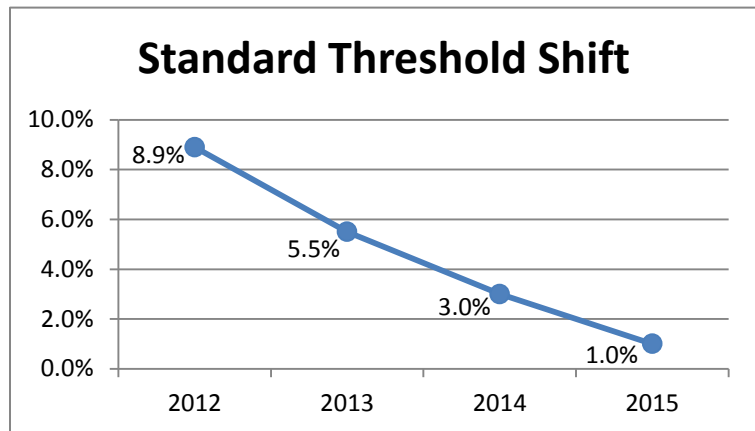
Summary of Medical Surveillance Activities in 2015:

Medical Surveillance Activity	No. of Participants			
	2015	2014	2013	2012
Animal Care Workers and other biohazards	39	24	55	45
Audiometric Testing	36	98	104	131
Respiratory Fit Testing	17	51	n/a	n/a
Vision Screening for New Laser Workers	7	8	10	7

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Hearing Conservation Program

Audiometric or hearing tests are conducted annually for workers exposed to high noise levels to monitor the effectiveness of the hearing conservation program. The Standard Threshold Shift (STS) shows the number of employees who have had a shift or change in their hearing levels when compared to prior testing. The STS levels have continued to decrease, from 8.9% in 2012, to 5.5% in 2013, to 3% in 2014, and finally to 1% in 2015, showing a decreasing trend in hearing loss. Workplaces with an STS level in the range of 0-5% are considered to have a successful hearing conservation program, indicating the effectiveness of the hearing conservation program that York University has implemented.



Ergonomics

Health, Safety & Employee Well-Being continues to encourage completion of the ergonomics training as well as self-help tools for ergonomics and manual material handling to assist the community to set up computer workstations and conduct their work in a way that minimizes ergonomics and repetitive strain risks. Ergonomic assessments of workstations are also conducted when required. The HSEWB team will continue to identify ergonomic training, tools and resources to foster a healthy and safe work environment for the University.

Occupational Hygiene Assessment and Testing

In accordance with relevant legislation and internal policy and procedures, Health, Safety and Employee Well-Being conducts or arranges selected environmental testing, respirator fit testing, testing of equipment, and laboratory inspections. The testing could be to comply with legislative requirements (e.g. leak testing of radiation sources and certification testing of bio containment cabinets), for proactive monitoring, or in response to employee concerns.

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Type of Tests Conducted	2015	2014	2013
<i>Statutory Testing</i>			
Bio-containment Cabinets/Laminar Flow Hoods	38	40	37
Radioactive Sealed Sources Leak Testing	5	0	3
Radioisotope Laboratories Monitoring	11	13	26
X-RAY Machine Quality Assurance Testing	2	2	0
<i>Mandated by Internal Policy and Procedures</i>			
Biosafety Laboratory Inspection and Commissioning	4	28	25
OHS Equipment Calibration	5	3	2
Ergonomics	84	19	25
Laboratory Inspections	15	24	11
Indoor Air Quality	23	29	60
Indoor Mould Assessment	16	32	21
Asbestos	16	31	n/a
Water	6	10	n/a
General Safety & Compliance	51	134	n/a
Chemical/Biological/Radiation	5	33	n/a
Other Hygiene	96	82	n/a
Workplace Noise Testing of Areas > 85 dBA	4	11	n/a

Safety Committees

Biosafety Committee

The Biosafety Committee is managed by the University Biosafety Officer (BSO) who works with the University Biosafety Committee to inspect, commission and decommission labs, and develop procedures and guidelines for safe handling, emergency/spill response, disinfection and bio-hazardous waste disposal, as well as administer the permit/certification system for all biological research. There are currently 57 permit holders. The BSO also provides expert advice to the university community regarding exposure to bio-hazardous materials, including reportable, communicable diseases, by liaising with OHS medical consultants and regulatory agencies.

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Summary of Biosafety Activities in 2015:

Biosafety Activity	No of Participants			
	2015	2014	2013	2012
Biosafety Certificate Approval - New	1	3	8	9
Biosafety Certificate - Renewal	37	22	40	26
Bio-containment Cabinets and Laminar Flow Hood Certification	38	40	37	46

Biosafety Institutional Licenses under the Human Pathogens Toxins Act and Regulations

On December 1, 2015, the Human Pathogens and Toxins Regulations (HPTR) came into force and the Human Pathogens Importation Regulations (HPIR) was repealed. Institutions that conduct controlled activities (possessing, handling, using, producing, storing, permitting any person access, transferring, importing, exporting, releasing, abandoning, disposing of a human pathogen or toxin) are required to apply for an license under the Human Pathogens and Toxins Act (HPTA).

The license application and the Administrative oversight plan was completed by the Biosafety Officer, and reviewed by York University's Health Safety and Employee Well-Being unit, Office of Research Ethics and the Biosafety Committee.

York University has applied for and submitted two institutional licenses for work with Risk Group 2 and Risk Group 3 biological material. For both licenses, the Vice President of Research and Innovation has been appointed as the license holder, with Office of Research Ethics and HSEWB as alternate contacts and the designated Biosafety Officer.

The Biosafety Officer with the guidance and support from the Biosafety Committee will continue to develop tools to help researchers carry out local risk assessments specific to their labs/research, streamline existing processes to reduce the administrative load, as well as review the Biosafety program to bring it in full compliance to the Canadian Biosafety Standards.

Radiation Safety Committee

The Radiation Safety Program is managed by the University Radiation Safety Officer (RSO) who works with the University's Radiation Safety Committee to establish criteria for the use of nuclear substances at the University within the licensing conditions

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established by the CNSC. The committee also inspects, commissions and decommissions radioisotope laboratories, as well as develops procedures and guidelines for the safe handling, emergency response, and waste disposal of radioisotopes. The RSO administers the permit system for use of all radioisotopes, provides radiation safety training to staff and students, and manages the dosimetry program. The Radiation Safety Program is reviewed by the Committee once every two years and was reviewed in 2014. The Committee meets quarterly and inspects all areas of radioisotope use at least once a year. An annual compliance report for 2015 was submitted by the Committee to the CNSC in January 2016.

The University was in compliance with the Canadian Nuclear Safety Commission (CNSC) requirements in 2015. The University issued 25 internal radioisotope permits in 2015. Two new labs were commissioned and one previously-used lab was decommissioned in 2015. A new, more efficient radioactive waste system was implemented, decreasing radioactive waste costs by approximately 35%. 75 personal radiation doses monitored in 2015; maximum dose received by any one user was less than 3% of the regulatory limit. 11 radioisotope lab inspections were conducted in 2015; the majority of which were in full compliance; all non-compliances were corrected within 3 days.

Priorities for 2016

York University's Occupational Health and Safety (OHS) Management System

- Maintain and enhance the University's OHS Management System, which includes reviewing the University's Occupational Health and Safety Policies and Programs and audits
- Support the effective functioning of the Internal Responsibility System, Joint Health and Safety Committees and the Area Health and Safety Officer network
- Monitor legislation to ensure compliance
- Effective use of data to guide planning, program development and interventions for injury and illness prevention
- Expand health and safety e-learning training

Disability Support Program

- Continue implementation of the Disability Support Program (DSP) processes and training for all faculty and staff to address occupational and non-occupational disability support, absence support and accommodation to decrease the impact

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of illness and injury to the employee and the workplace

- Prevent and mitigate absences and improve case management through optimal medical management and by collaborating with stakeholders to support the DSP and enhancing organizational understanding and support for the program
- Continue to support the university's mental health initiatives and development of a wellness program

Health, Safety and Employee Well-Being Unit

- Continue the integrated approach for Health, Safety and Employee Well-Being, developing proactive programs to support employee health, safety and well-being, with a continued focus on enhancing the service model for the university community
- Continue to review the model for OHS in the organization to better align HSEWB with Area Health and Safety Officers and Joint Health and Safety Committees
- Effective use of data to guide planning, program development and interventions for injury and illness prevention

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APPENDIX I:

Occupational Health and Safety Policy (PROPOSED CHANGES HIGHLIGHTED – FOR APPROVAL UNDER A SEPARATE AGENDA ITEM).

Notes: Approved by UEC: 1996/09/16; Re-Approved by the Board of Governors: 1991/05/13; 1992/10/26; 1993/10/18, 1995/04/10; 1996/10/07; 1997/03/03; 1998/01/26; Approved and Revised by Board Audit Committee: 1998/12/08; Approved by the Board of Governors: 1998/12/14, Re-Approved by the Board of Governors: 1999/12/06, 2001/06/25, 2002/04/29, 2003/04/28, 2004/04/26, 2005/05/02, 2006/05/01, 2007/04/30, 2008/06/23, 2009/06/23, 2010/06/21, 2011/06/20, 2012/06/25, 2013/06/24; Revised and approved by the Board Finance and Audit Committee: 2014/05/26; Re-approved by the Board of Governors: 2014/06/23; 2015/06/22.
Date Effective: 1991/05/13; ***This policy must be approved annually by the Board of Governors.***

Approval Authority: Board of Governors
Signature: "M. Shoukri"

Policy

York University is committed to the prevention of illness and injury through the provision and maintenance of healthy and safe conditions on its premises **and fostering a culture of safety; including psychological safety.** The University endeavours to provide a hazard free environment and minimize risks by adherence to all relevant legislation, and where appropriate, through development and implementation of additional internal standards, programs and procedures.

York University requires that health and safety be a primary objective in every area of operation and that all persons utilizing University premises comply with procedures, regulations and standards relating to health and safety.

Occupational Health and Safety

Persons who are supervisors as defined by the Occupational Health and Safety Act shall ensure that persons under their direction are made aware of and comply with all applicable requirements and procedures adherent to this policy. **To ensure continual improvement in health and safety, supervisors shall establish objectives, develop and implement safe work procedures and practices and** investigate all hazards of which they become aware and shall take appropriate corrective action.

The University shall acquaint its employees with such components of legislation, regulations, standards, practices and procedures as they pertain to the elimination, control and management of hazards in their work and work environment. Employees shall work safely and comply with the requirements of legislation, internal regulations, standards and programs and shall report hazards to someone in authority, in the interests of the health and safety of all members of the community.

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Students

Students are responsible for conducting themselves in a manner which is consistent with their health and safety and that of others. Failure to do so may be considered a breach of the Code of Student Rights and Responsibilities.

Tenants and Contractors

The University will make its commercial tenants and contractors aware of its Occupational Health and Safety Policy and of the requirement that all persons working on its premises conduct their business in accordance with the Occupational Health and Safety Act and Regulations, and any other applicable legislation.

This Health and Safety Policy is promulgated by the Board of Governors and the administration thereof is delegated to the Vice-President Finance and Administration. Failure to abide by this policy or the requirements, regulations, standards or procedures contemplated herein will result in appropriate discipline or sanctions.

Workplace Violence, Policy on (NO PROPOSED CHANGES)

Legislative History:

Reviewed by President and Vice-Presidents, January 27, 2010. Approved by Board Governance and Human Resources Committee February 10, 2010. Approved by the Board of Governors February 22, 2010. Effective March 1, 2010. Re-approved by the Board of Governors 2013/06/24; 2014/06/23, 2015/06/22

Approval Authority: Board of Governors

Signature: Paul Cantor

Description: Describes workplace violence and the University's commitment to protect its workers from workplace violence.

I. Scope

This policy is intended to protect all persons working for York University including but not limited to students, faculty, staff, and volunteers.

II. Definition

The term, "workplace violence" means:

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- a. the exercise of physical force by a person against a worker, in a workplace, that causes or may cause personal injury to the worker;
- b. an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; or
- c. a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

III. Policy

1. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace violence.
2. York University shall assess, and reassess as necessary, the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
3. Anyone who engages in workplace violence shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including termination.

IV. Review

This policy shall be reviewed at least annually.

V. Responsibility

The Vice-President Finance and Administration shall be responsible for establishing a program, guidelines and procedures to implement this policy.

VI. Related Policies

- [Occupational Health and Safety Policy](#)
- [Policy Concerning Racism](#)
- [Sexual Harassment Policy](#)
- [Sexual Assault Awareness, Prevention and Response](#)
- [Code of Student Rights and Responsibilities](#)
- [Workplace Harassment Policy](#)

Workplace Harassment, Policy on (PROPOSED CHANGES HIGHLIGHTED)

Legislative History:

Reviewed by President and Vice-Presidents, January 27, 2010. Approved by Board Governance and Human Resources Committee February 10, 2010. Approved by the

Board of Governors

Board of Governors February 22, 2010. Effective March 1, 2010. Re-approved by the Board of Governors 2013/06/24; 2014/06/23; 2015/06/22

Approval Authority: Board of Governors

Signature: Paul Cantor

Description: Describes the nature of workplace harassment and the University's commitment to protect its workers from workplace harassment.

I. Scope

This policy is intended to protect all persons working for York University including but not limited to students, faculty, staff, and volunteers.

II. Definition

The term, "workplace harassment" means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; **or workplace sexual harassment**. The term "workplace sexual harassment means:

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Workplace harassment does not include **reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace**, or rudeness unless extreme, demotion, legitimate performance management, operational directives, job assignments, inadvertent management errors, or a single incident unless grave or harmful.

III. Policy

1. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace harassment.

Board of Governors

2. Anyone who engages in workplace harassment shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including termination.

IV. Review

This policy shall be reviewed at least annually.

V. Responsibility

The Vice-President Finance and Administration shall be responsible for establishing a program, guidelines and procedures to implement this policy.

VI. Related Policies

- [Occupational Health and Safety Policy](#)
- [Policy Concerning Racism](#)
- [Sexual Harassment Policy](#)
- [Sexual Assault Awareness, Prevention and Response](#)
- [Code of Student Rights and Responsibilities](#)
- [Workplace Violence Policy](#)

Board of Governors

APPENDIX II: YORK UNIVERSITY HEALTH & SAFETY PROGRAM REVIEW DATES

Program/Guidelines	Date Reviewed	Program/Guidelines	Date Reviewed
Accident Investigation	2015	Indoor Air Quality	2015
Asbestos Management	2014	Laboratory Safety; Laboratory Fume Hood Standard	2014 2013
Automatic External Defibrillators (AEDs)	2015	Ladder Safety	2015
Biosafety Communicable Disease Reporting; Medical Surveillance Program for Biohazards	2014 2013	Laser Safety	2014
Compressed Gas Cylinder Safety	2015	Lift Truck Safety	2015
Confined Space Entry	2014	Mould Control	2014
Electrical Equipment Certification	2016	Radiation Safety	2015
Emergency Eyewash Stations and Safety Showers; Emergency Chemical Spill Procedure	2015	Scented Products Guidelines	2014
Ergonomics/Musculoskeletal Injury Prevention	2016	Silica	2015
First Aid	2015	Transportation of Dangerous Goods; Transporting Chemicals on Campus	2014 2013
Hazard Reporting	2016	Workplace Inspection	2015
Hearing Conservation	2015	Workplace Harassment Prevention; Workplace Violence Prevention; Working Alone	2013
Heat Stress	2015	Workplace Hazardous Materials Information System (WHMIS)	2014

Board of Governors

Memorandum

To: Board of Governors

From: Henry Wu, Chair, Academic Resources Committee

Date: May 3, 2016

Subject: **Cyclical Program Reviews and Report of the Joint Sub-Committee on Quality Assurance**

The York University Quality Assurance Procedures require that Final Assessment Reports for completed Cyclical Program Reviews are provided to Senate, the Board of Governors and Faculty Councils. These documents come to the Board from the Academic Resources Committee.

The most recent batch of Final Assessment Reports is attached. Also provided to the Committee is the full report of the Joint Sub-Committee on Quality Assurance.



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

Report to the Full Committees

The Sub-Committee met on October 20, 2015 and on November 19, 2016 and submits the following report to the full Committees.

1. Membership and Chair for 2015-2016

The Sub-Committee's membership for 2015-2016 is as follows:

Gerald Audette (Member designated by ASCP)
Barbara Crow (Dean of Graduate Studies ex officio)
Karen Krasny (Member designated by APPRC)
Alice Pitt (Vice-Provost Academic ex officio)
Tom Scott (Member designated by ASCP)
George Turlakis (Member designated by APPRC)

Robert Everett (APPRC) and Cheryl Underhill (ASCP) serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Sarah Whitaker (Office of the Dean, Faculty of Graduate Studies). Frances Valerio (Office of the Vice-Provost Academic) helped to manage Cyclical Program Reviews in 2015. Ms Valerio has since moved to a new position, and the Sub-Committee is grateful for her contributions.

Professor Turlakis has agreed to chair the Sub-Committee again this year.

2. Forecast of Items for the Year

The Sub-Committee has received and accepted advice from Vice-Provost Pitt on matters that should be prioritized for the year.

Process: In addition to improved workflow processes to support program reviews and program development, guidelines need to be updated to reflect and align with university priorities and key performance indicators. Data resources need to be further developed.

Governance: The role of the Dean under YUQAP needs to be clarified and graduate program approval processes need to be established within anchor Faculties. Communication flow needs to be improved.

Data: Data and guidelines need to be aligned; additional information, such as alumni satisfaction, market and student interest, needs to be gathered to support the various curriculum and program review processes.

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The Sub-Committee noted a year-end report on the status of Quality Council decisions. All seven of the proposals approved by Senate in the “new and expedited” categories from November 2014 to February 2015 were approved to commence. However, the MASc and PhD programs in Mechanical Engineering MASc and PhD programs in Civil Engineering were approved to commence with a report (focusing on dedicated faculty) in May 2015.

The Sub-Committee was advised that efforts are underway to address some of the ambiguities that remain in terminology applied to various kinds of curriculum, notably the options available to graduate students within certain programs. The Sub-Committee strongly supports those efforts.

6. Cyclical Program Review Reports

a. Completed Cyclical Program Reviews

Attached are the Final Assessment Reports for CPRs completed in the autumn and subsequently transmitted to the Quality Council. In some instances the Sub-Committee delayed completion of the process pending receipt of clarifications and elaborations from the Faculties involved.

The Sub-Committee continues to explore refinements to the dossiers presented. In particular, and given the detail that now appears in Final Assessment Reports, it would appear most beneficial for the Deans and Principal to highlight two or three matters that they believe warrant priority attention. This would provide the Sub-Committee with a base line by which to assess 18-month follow-up reports and, more importantly, for program and Faculty planners to ensure that key issues are prioritized.

b. 18 Month Follow-up Reports

The Sub-Committee has accepted the Vice-Provost’s offer to prepare a template for 18-month follow-up reports (see also item 6 a, above).

G. Turlakakis, Chair

Business Administration, Schulich School of Business, Undergraduate and Graduate

Cyclical Program Review – 2005 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

Program description:

The Schulich School of Business offers a portfolio of degree programs at all three degree levels – two bachelor degrees (BBA and IBBA), three MBA degrees (MBA, IMBA, EMBA), three Masters degrees (MAcc, MF, MBAN), two stand-alone diplomas (PDAM and Financial Engineering) and a PhD program with specializations in six fields. Within the MBA, six subject-matter concentrations offer students the opportunity to earn a graduate diploma during the normal process of fulfilling their MBA requirements. Students may also pursue a combined JD/MBA or MA/MBA within York University. Schulich is predominantly a graduate business school in terms of programs offered, student fulltime-equivalent enrolment, and course offerings. Nevertheless, the bachelor degree programs are a very important part of the School's mandate.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate	449	1740	371
Masters	608	979	620 (plus 56 Diplomas)
PhD	10	47	8

Reviewers appointed by the Vice-Provost Academic:

Dr. Jay Handelman, Associate Dean Research and Associate Professor, Queen's School of Business, Queen's University

Barbara Trenholm, Professor Emeritus, Faculty of Business Administration, University of New Brunswick

Dr. Stan Shapson, Professor, Faculty of Education, York University

Site Visit: May 19 and 20, 2015

The reviewers met with selected key University Administrators including the Vice-Provost Academic and the Dean of Graduate Studies. Interviews were conducted with all of Schulich's key stakeholders including the Management Committee, Directors of programs and areas of specialization, Research and Teaching support members, MBA and Master of Accounting students, and selected alumni and Schulich Advisory Board members. The review team was given full access to the both the York campus facilities of Schulich as well as the Miles Nadal Management Centre in downtown Toronto. The Review Team had the opportunity to speak to MBA and Master of Accounting students prior to classes. The reviewers felt that all participants were open, transparent, and eager to work with us for the betterment of the School.



Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

Program Strengths:

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing and adhering to its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. It is this commitment to, and practice of, "continuous improvement" that allows Schulich to ensure the quality of its program curricula and successful delivery of each program's learning outcomes. The School's continuous internal review process has led Program Managers at the graduate and undergraduate level to arrive at very meaningful and insightful Degree Level Expectations that genuinely guide program development and delivery. The Review Team noted that the current building was at capacity but steps were underway to address expansion.

Opportunities for Program improvement (selected from self-study and reviewers' report)

Schulich has made a significant investment in the Career Development Centre in order to provide Undergraduate and Master's students with further skill development to help them prepare for the job market, however, student satisfaction with this element of student services is low. As the student body grows, additional support may be required and how to offer that in the context of York University services will be a subject of discussion.

The Review team noted that funding for PhD students appears to be low compared to other business schools. There was a strong recommendation that there be a concerted effort be placed in the Masters programs to ensure that students appreciate the importance of ethics and codes of conduct in today's workplace and broader society.

Support for Faculty teaching will be enhanced by the Schulich Centre for Teaching Excellence. Support for research funded Tri-Council competitions as well as mentorship for new faculty would enhance research outcomes and the opportunity for knowledge mobilization.

Decanal Implementation Plan (selected)

Schulich has engaged a new director of the Career Development Centre (in 2014) who has taken strong action that improved the variety of firms recruiting Schulich graduates and has increased the recruitment field. In addition a reorganization of the Student Services area (2014) will lead to enhanced student service support. In 2015, software and hardware technology to support student accommodation was acquired to provide in-house support for examinations. Staff is undertaking additional training around student mental health issues.

In 2015 Schulich appointed a director of the Schulich Centre for Teaching Excellence (SCTE) and will also appoint an Associate Director support for service to and development of faculty members. Additional support will be provided by an Academic Affairs Officer,

expected in late 2015 or early 2016.

PhD student support for research and teaching development is a priority. Funding for PhD students was increased for Fall 2015 and is being further reviewed. Support for PhD writing and conference attendance is being examined in the coming year.

A number of measures are in place to support Faculty research but in the coming academic year additional support opportunities will be evaluated.

Schulich was disconcerted at the findings related to ethics and has committed to reminding faculty the importance of drawing out ethical issues in their courses, particularly through case studies and class discussion. Program committees and administrators will also be mindful of this.

The space issue which affects faculty, staff and students is being pursued actively in our plans for a new addition to the Seymour Schulich Building. The space addition has already been designed and approved by the University's Board of Governors—fund raising is under way.

Summary

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing, and adhering to, its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. Enhancements for the programs focused on student service, in particular career development support, mental health support and funding. The Dean's Implementation Plan outlined action items for the coming year. Support for Teaching will be enhanced through the Schulich Centre for Teaching Excellence (SCTE) which hired a new director in 2014. Additional ways to support the research of Faculty and PhD students are under review.

Alice J. Pitt
November 2015

Economics – Undergraduate, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review

Cyclical Program Review – 2004 - 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

Program description:

The Faculty of Liberal Arts and Professional Studies was formed in 2009 as a result of the amalgamation of the Faculty of Arts and the Atkinson Faculty of Liberal Arts and Professional Studies. At that time, the Economics unit in the Atkinson Faculty of Liberal Arts and Professional Studies was merged with the Department of Economics in the Faculty of Arts.

At the undergraduate level, the Department of Economics within the Faculty of Liberal Arts & Professional Studies delivers academic programs in

1. Economics (BA, Honours BA, Specialized Honours BA)
2. Business Economics (BA)
3. Financial and Business Economics (Specialized Honours BA)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Economics	311	856	83 Hons BA; 187 BA
Business Economics	308	730	5 Hons BA; 76 BA
Financial and Business Economics	469	787	97 Hons BA

Reviewers appointed by the Vice-Provost Academic:

Professor Pierre Lasserre, Département des sciences économiques, Université du Québec à Montréal
Professor Dwayne Benjamin, Department of Economics, University of Toronto
Georges Monette, Associate Professor, Department of Mathematics and Statistics, York University

Site Visit: October 27 and 28, 2014

The reviewers met with Alice Pitt, Vice-Provost, Academic, Kim Michasiw, Vice-Dean, Liberal Arts and Professional Studies (LAPS), the Chair and Undergraduate Program Director, Mahmudul Anam and Neil Buckley. In addition, the reviewers met with librarians from the University libraries, and full-time and contract faculty and students from both the Glendon and Keele campuses.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

Program Strengths

The three streams (Economics, Business Economics and Financial and Business Economics) are built on a foundational core curriculum covering microeconomics, macroeconomics, mathematical economics and statistics/econometrics in the 90-credit degree with additional requirements fleshing out the specializations and honours degree programs. Each program has clearly articulated degree level expectations and mapped the curriculum to ensure appropriate



content mastery. The Review Report states that “[o]verall the programs are well-designed and faculty members are committed to high-quality undergraduate teaching.”

Faculty members are active researchers with strengths in all areas of the program and particular strength in applied micro- and macroeconomics. Additional resources include requisite software applications, two servers, 2 computer labs and an in-house systems analyst to support the teaching and research activities of the department.

Students benefit from a full-time academic advisor located in the department, and the program is aware of central services that support teaching and student learning and success. The department places emphasis on the professional development of students, and partners with the Career Centre to provide an internship program. There is an interest in expanding the internship program.

Opportunities for Program improvement (selected from self-study and reviewers’ report)

In addition to faculty renewal and the need to provide stronger mentorship for junior faculty members, the self-study identified several academic program issues that require attention.

Monitoring for pre-requisites is currently manual; an improved administrative system, as well as a program-level review, is required to enforce pre-requisites and determine transfer credit more effectively. Concern about GPA requirements was also identified in relation to program progression and the role of introductory courses initially designed for non-majors to allow students to count these courses should they decide to pursue an economics major after first year. Significant growth both in terms of the number of majors and the number of students who require introductory courses for other programs (notably in the School of Administrative Studies), along with the growth of international student enrolments has resulted in the need for greater co-ordination of first-year courses that satisfy different curricular needs. A heterogeneous student population, both in terms of background and aspirations, suggests the need for ‘fine-tuning’ or the curriculum and efforts to “cultivate excellence in the top quarter of the distribution” (Review Report).

The program proposed to review curricular alignment of the statistics/econometrics sequence as well as the role of the three programs in existence with a view to exploring the development of a program with a greater math focus. Addressing numeracy more generally is a priority for enhancing the quality of both the student experience and the quality of the suite of Economics programs.

Other issues warrant further exploration: the role of full-time faculty in introductory and upper-level courses, class-size in upper-level courses and the potential increased teaching assistant support, the demands of courses designated as ‘writing courses’, and the uneven implementation of a Senate regulation that stipulates that no more than 20% of the assessment take place during the last two weeks of class. The department understands the importance of data on graduate employment and urges the University to develop a mechanism for generating such data.

Decanal Implementation Plan (selected)

The Decanal Implementation Plan supports the unit’s interest in revising its curriculum in ways that will better serve students with a deep interest in Economics as their major and, in particular, the Dean’s Office will work with the unit to create a more rigorous divide between 90 and 120 credit programs. In addition, the Dean’s Office holds the view that the creation of a degree program for students with a stronger interest in business than economics and who lack the mathematical capacity to excel in existing business programs at York. Discussions have also begun with faculty from ADMS, Economics and Business and Society about the potential development of a proposal for a less mathematically exacting program which emphasized the so-called soft skills that can be cultivated in a Liberal Arts program might satisfy the needs of such students for a business-

related program. The Dean's Office would strongly support such a project.

The Department has committed to undertake improvements in the statistics/econometrics sequence, identified as a high priority in the Review Report. Increasing the role of writing in the programs was identified by the program and the reviewers as important. The review report recommended a 'writing across the curriculum' approach. The plan identified difficulties with this approach and supports the department's willingness to revisit the role of 'writing courses'. The plan further suggests that this initiative would benefit from the LA&PS Writing Department's expertise.

One outcome of curriculum revision would be transforming its 4000-level courses to serve high-achieving students in a more intimate seminar taught and evaluated by full-time faculty. The help of Associate Deans of Teaching and Learning and Faculty Relations will be enlisted to explore more effective ways of allocating TA resources. Taken together, proposed program changes might result in reduced numbers of pure Economics majors, which in turn may make an enhanced internship program viable.

A pilot project involving Area Coordinators "to create and enforce common course syllabi and other mechanisms that limit the discontinuities between and among sections of the same course and separate portions of two-part courses" will be reviewed and continued if progress is evident.

The plan is hesitant to endorse the requirement of grade 12 Calculus as an admissions requirement but will support further research in cooperation with the Registrar's Office and the Office of Institutional Research and Planning to assess the implications of such a change

In terms of faculty: student ratios, the plan does not agree that the unit is under-resourced, but it acknowledges the need for renewal and augmentation in alignment with revised curriculum needs. The plan is encouraged by the unit's willingness to explore full-time teaching-focused faculty positions (Alternate Stream) to reduce reliance on part-time and limited-term instruction and will work with the department on complement planning in light of programmatic changes.

Stronger capacity across the university to provide data on graduates and their employment outcome would benefit program reviews and on-going planning. The plan supports University-wide discussion on ways to ameliorate this gap.

Please see the accompanying chart below that enumerates the decanal implementation plan's response to recommendations, identifies dependencies and provides a timeline for each recommendation. Addressing the diverse needs and interests of a heterogeneous student population is the highest priority, and this will be accomplished through revised curriculum and strengthened academic support in numeracy and literacy. Faculty renewal remains a priority but requires a complement that aligns with future program needs.

Progress on these actions will be addressed in the May 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic
November 2015



Recommendation abbreviated	agents	dependencies	start date	end date
Streaming intermediate microeconomics	department; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	May 2015	Sept 2016
Enforcing prerequisites	department; records section of RO	LA&PS AD Programs; Registrar; UIT	May 2015	Sept 2016
changes to 4000-level courses	department curriculum committee; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	May 2015	Sept 2016
TA resources	department; Office of Faculty Relations	Faculty of Grad Studies; CUPE 3903	Sept 2015	Sept 2016
Quality of students	department; admissions office; LA&PS AD enrolment; Office of Institutional Policy and Analysis (OIPA)	LA&PS Dean; Provost	Sept. 2015	Winer 2017
Faculty resources	department	LA&PS Dean; Provost	Sept. 2015	Sept. 2016
Improvements to data	department; OIPA	Office of VP Advancement	Sept. 2015	Sept. 2017
internships	department; career centre; LA&PS AD Teaching & Learning	AVP Teaching & Learning	Sept. 2015	Sept. 2017
Program coordination	department; LA&PS Dean			
Statistics/econometrics sequence	department curriculum committee; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	Sept. 2015	Sept 2017
Writing courses	department curriculum committee; LA&PS curriculum coordinator; Writing Department Chair	Teaching Commons	Sept. 2015	Sept 2017
Faculty appointments	department; LA&PS AD Faculty Affairs	LA&PS Dean; Provost; Office of Faculty Relations; Human Resources & Skills Development Canada	ongoing; Fall/Winter 15-16	ongoing
Investigate the possibility of a Business Fundamentals degree	department of Economics, Business & Society program, School of Administrative Studies, LA&PS Dean	Office of the Vice Provost Academic, other business programs at York, Markham campus planning groups	Winter 2016	TBD, no earlier than Sept 2018

Economics/ Science économique – Undergraduate, Glendon College

Cyclical Program Review

Cyclical Program Review – 2006 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: October 2015

Program description:

Glendon College is the bilingual faculty of York University, and the only institution in Southern Ontario offering bilingual university programs. The Economics Department was one of the first departments established at Glendon. In 1999, the department expanded its BA offerings to include an Honours bilingual program in Business Economics. Since 2007 students may also pursue bilingual or tri-lingual international Bachelor of Arts (iBA) in Economics or Business Economics. Students may obtain an honours degree (120 credits) or a 90 credit BA as well as having the option to add another major or a minor subject.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Business Economics	103	151	BA Hon: 15
Economics	26	122	BA Hon: 7; BA 14

Reviewers appointed by the Vice-Provost Academic:

Professor Pierre Lasserre, Département des sciences économiques, Université du Québec à Montréal
Professor Dwayne Benjamin, Department of Economics, University of Toronto
Georges Monette, Associate Professor, Department of Mathematics and Statistics, York University

Site Visit: October 27 and 28, 2014

The reviewers met with Alice Pitt, Vice-Provost, Academic, Donald Ippercil, Principal of Glendon College, the Chair of the Glendon Economics Department and the Coordinator of the Business Economics program. In addition the reviewers met with librarians from the University libraries, and faculty and student members from both the Glendon and Keele campuses.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due February 2017.

Program Strengths

- Faculty members are active researchers who contribute to Glendon's bilingual mandate and to the high quality student experience in the liberal arts.
- The program been responsive to prior program review recommendations to provide more flexibility in their program offerings to align with the LA&PS program as well as other Economics programs. Their comprehensive self-study demonstrates a strong commitment to sustain and heighten the quality of their programs and to meet the



demands of a heterogeneous student population. The review report states, “The most lasting impressions we have were the intensity of the passion felt by the faculty for the program and the engagement of the students....”

- “The curriculum is appropriate and conventional for an economics program with a business emphasis.” The program includes an “impressive offering of relatively new business-related economics courses,” and instructors use business-oriented examples in more conventional courses. (Review Committee Report) The RCR was impressed that “[t]he department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.
- Some courses are recognized as equivalents for Financial Accounting and Managerial Accounting accreditation, and the program is working with the new Chartered Professional Accountants to ensure that this recognition continue.
- Many students go on to prestigious graduate programs and, ultimately, academic careers, and students are well-prepared for public service careers.
- In addition to a small internship program, students have opportunities to work as research assistants with faculty members.
- Students are generally satisfied with academic advising and appreciate the availability and expertise of faculty members.
- Library support is strong.

Opportunities for Program improvement (selected from self-study and reviewers’ report)

The program provided a fulsome assessment of areas for enhancement, which the Review Committee Report fully engaged in its recommendations, the latter paying particular attention to Glendon’s unique context of small classes and bilingual campus and its strengths in Business Economics. Faculty resources are a source of concern, and the RCR’s recommendations highlight priorities for development as well as streamlining current demands.

- More predictable and the ‘right mix’ of course offerings in English and French would enhance student planning, and better use of specialized English-language courses in LA&PS would reduce duplication of Glendon courses. While enhancing the emphasis on French-language courses would indeed capitalize on Glendon’s unique mandate, the program notes, in response, that student French-language competence poses challenges as well. Better use of “Topics in X” courses would reduce program complexity, and more attention to standardization of courses to better align with LA&PS courses would streamline offerings. The program has not yet fully articulated its program level expectations, a process that would clarify objectives and align curriculum.
- Expectations for mathematics in general and for upper-year level applied courses need to be clarified and communicated with appropriate pre-requisite requirements enforced. Students need more opportunities to take Math, and financial economics should be part of the “branding” of the program rather than a new stream.
- A capstone research methods course would support students oriented to graduate study as well as those seeking employment with student-directed and faculty-supported research. The curriculum would be enhanced by adding “more bench-strength in academic business skills (especially accounting).” The RCR advises against subsuming Economics into a new Commerce program. Building on Business Economics holds the potential to differentiate Glendon, attract students with interests in business and remain true to Glendon’s mission.
- Where the program favours a dedicated writing and research course, the RCR points to the benefits of a ‘writing across the curriculum’ approach to cultivate communication skills in French and English and notes that upper-year undergraduates student TAs could enhance the student experience, especially in French-language courses.
- Stronger branding of the program and more emphasis on recruitment (by Glendon as well as York) of qualified Ontario as well as Quebec and international students is needed to address the issues of declining enrolment and declining quality of Ontario applicants. The program notes increased ‘105’ applicants, including international students, but is uncertain about the

quality of many of these applicants. The “bilingual niche occupied by Glendon” should be better exploited; communication and coordination between the administration and the Economics Department could be improved in consultation with the program.

- The RCR recommends enhanced professional academic advising, provision of a professional administrator to support and build internship opportunities within York and in the broader community, and improvements to physical and IT resources, including licensing for software for use outside of a dedicated computer lab. Strengthened administrative support and communication.
- Complement priorities: sub-disciplines of economics (Industrial Organization, Macroeconomics, Applied Microeconomics) and Accounting to fill needs in program, French and English.

Decanal (Principal's) Implementation Plan (selected)

The Principal's Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students. However, the Plan envisages development of new dual degree program in International Studies (Glendon) and Business Administration (EM Lyon) supported by new funding from the MTCU for French-language studies. This additional funding will allow the Faculty to add professors to the BUEC program who will at the same time offer courses in the new joint business program.

The Principal's Plan supports the development of bilingual courses to enhance students' discipline-specific skills. The Office of the Principal supports this initiative beginning April, 2015 for June 2016 implementation. The above-mentioned MTCU funding is essential to moving this forward. In addition, the department will review prerequisites and will continue discussions with the Mathematics department about enhancing courses to suit the needs of Economics students.

The Plan commits to assisting the program to increase the number of project-based courses. An experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal's Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

Summary

The Reviewers noted that “The curriculum is appropriate and conventional for an economics program with a business emphasis,” and that the program includes an “impressive offering of relatively new business-related economics courses.” They also noted that the department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.

The areas for enhancement identified in the self study document which were incorporated fully into the reviewer's recommendations, took into consideration Glendon's unique context of small classes and bilingual campus and its strengths in Business Economics.

The Principal's Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students and the development of bilingual courses to enhance students'

discipline-specific skills. The Plan commits to assisting the program to increase the number of project-based courses. In addition to providing support to develop more project based courses, it notes that an experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal's Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic
November 2015



Health Studies, Bachelor of Health Studies (BHS), MA and PhD, Faculty of Health
Cyclical Program Review – 2005 - 2013
Final Assessment Report and Implementation Plan
Reported to Joint-Committee on Quality Assurance: November 2015

Program description:

The School of Health Management and Policy offer the following programs in the in Health Studies:
Bachelor of Health Studies, Specialized Honours, Health Policy (stream)
Bachelor of Health Studies, Specialized Honours, Health Management (stream)
Bachelor of Health Studies, Specialized Honours, Health Informatics (stream)
Bachelor of Health Studies, Honours
Bachelor of Health Studies, 90 credit degree
Health Informatics Certificate

At the graduate level the MA and PhD in Health offer one specialized field in Health Policy and Equity.
The PhD admitted its first students in 2009.

Program	New Registrations (heads) 2013	Enrolment FTES 2013	Degrees Awarded 2013
Health Studies	329	985	93 (Hons) 75 (90 credit) 7 certificates
MA	10	12	9
PhD	4	19	0

Reviewers appointed by Vice Provost Academic:

Gail Donner, Professor Emeritus, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto
Lynn McIntyre, Professor, Dept. of Community Health Sciences and Associate Scientific Director, O'Brien Institute for Public Health, Cumming School of Medicine, University of Calgary
You-Ta Chuang, Associate Professor of Management, School of Administrative Studies, York University

Site Visit: September 18 and 19, 2014

During a two day site visit the reviewers met with senior university administration and School of Health Policy and Management [SHPM] Undergraduate and graduate program directors and former Acting and incoming SHPM Chairs. The reviewers spoke with the Dean via teleconference. Insights were provided through meetings with two representatives of the Library, full-time and contract faculty for the undergraduate program and graduate faculty. The reviewers also had several opportunities to meet and speak with undergraduate and graduate students.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response addressed the many of the reviewers' recommendations. A follow-up report from the graduate and undergraduate programs will be due in May 2017 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.



Program Strengths:

Undergraduate

- The undergraduate program uses a variety of strategies to deliver the courses and meet the desired learning outcomes;
- Students find the professors excellent and have gained a broadened understanding of health;
- Learning technologies offer good support to students and faculty;
- Contract faculty with professional experience bring unique expertise to the classroom.

Graduate

- The Health Librarians provide excellent support for faculty and students alike;
- The graduate program attracts interesting students with a richness of backgrounds;
- Completion times for the master's program are in line with expectations.

Opportunities for Program Improvement (selected from self-study and reviewers' report):

Undergraduate

- Review promotional material to ensure accurate reflection of opportunities for employment after the bachelor's degree as well as limited opportunities for medical school without additional course work;
- Conduct a comprehensive curricular review which might result in the addition of more health content to the program, additional experiential education opportunities, reduction of some of the overlap between courses;
- Enhance space for students together;
- Develop stronger links with alumni.

Graduate

- Add course requirements in health policy development and analysis as well as training in approaches to literature synthesis;
- Create linkages with health institutions to provide exposure for graduates to employment opportunities;
- Create opportunities for graduate students to engage with each other about research;
- Improve graduate space;
- Develop a strategic research plan for the School and a human resources complement plan.

Decanal Implementation Plan (selected)

The Dean's Implementation Plan focuses on activities already underway as well as future plans. A three-year faculty complement plan is being completed by the Chair and the Dean and three searches have been approved for 2016. Increased office space and student space (graduate and undergraduate) will be available in Stong College in 2016 when other departments are relocated.

Summary

The Health Policy and Management programs use a variety of strategies and learning technologies to deliver the courses and meet the desired learning outcomes. Students at the graduate level come from a rich array of backgrounds and complete the program in good time. The Dean's implementation plan focuses on faculty complement and on space for faculty members and students; some of these initiatives are well under way.

Alice J Pitt, Vice-Provost Academic
November 2015



International Studies, Undergraduate, Glendon College

Cyclical Program Review – 2002 - 2012

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 15, 2015

Program description

This academic program, approved by Senate in 1968, consisted primarily of a mix of selected courses that had an international component from three major departments, Economics, History, and Political Science, but also included courses from other social sciences departments that also had an international component. The program was revised in 1999, introducing a more structured and interdisciplinary approach based on required courses defined and controlled by the International Studies Program. In 2006, the Senate of York University approved the transformation of the International Studies Program into a Department of International Studies (DIS). In September 2011, the Department reexamined its academic program and introduced the concept of three thematic pillars that touch on fundamental issues in international society, but also strengthen the program's interdisciplinary approach and identity.

Program	Accepts 2013	Enrolments FETES 2013	Degrees Awarded 2013
International Studies	114	260	61

Reviewers:

Dr. Claire Turenne Sjolander, Professor, School of Political Studies and Vice-Dean, Graduate Studies, Faculty of Social Sciences, University of Ottawa

Dr. Ann M. Hutchison, Associate Professor, Department of English, Glendon College, York University

Site Visit: November 20, 2012

The site visit consisted of meetings with senior academic leadership at York University, including Rhonda Lenton, Vice Provost Academic, Kenneth McRoberts, Principal of Glendon College, Christina Clark-Kazak, Acting Chairperson, International Studies, Glendon College, and Stanislav Kirschbaum, Chairperson (on leave), Department of International Studies, Glendon College. The reviewers also met with faculty, students and staff from the Department.

Outcome:

The Joint-Committee on Quality Assurance asked that the Decanal Implantation plan be updated and expanded. Follow-up report was finalized in Autumn 2014. Final Assessment Report accepted in April 2015. The 18-month follow-up report due in October 2016.

Program Strengths

- Option of an international Bachelor of Arts, annual student symposium, student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students.
- Responsive to student input with result that tutorials have been added to large introductory courses and several courses have been revised in terms of content and format, including the Capstone ILST 4501.
- Students appreciate bilingual nature of program, its interdisciplinarity, small class size, and student diversity (including international students). The International Studies Student Organization is strong.
- High rate of retention to graduation

The Decanal Agenda of concerns identified several issues for the reviewers to consider

- How to understand decline in number of majors, particularly given departmental organization, and account for the length of time to completion
- How to understand the relationship between International Studies and other Departments, particularly in terms of elective course offerings
- How to determine whether or not students are prepared effectively for pursuit of graduate study
- How to understand low registration for internships

The Reviewers made several recommendations intended to strengthen the program's identity and curriculum

1. Rename the "Resources and Wellbeing" cluster so that it more closely reflects the material found in that cluster of courses.
2. Explore partnerships for cross-listing courses with other academic units on campus.
3. Rationalize its optional courses so that those that are retained clearly contribute to the pillars identified by the program.
4. Ensure that disciplines other than Political Science figure more prominently in the program.
5. Review the material covered in each International Studies course to reduce redundancies as much as possible.
6. Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship.
7. Explore the development of a co-op option within International Studies.
8. Examine ways in which students can benefit from second-language support when taking International Studies courses in their second language, including developing a mechanism to direct students towards the language courses that are most appropriate given their abilities and language acquisition ambitions.
9. In order to preserve the stability and continuity of the program, the fourth tenure-track position should be replaced with a tenure-track appointment if the person currently holding the position does not return to International Studies at Glendon College at the end of her leave.
10. Regional clusters ("area studies") within the program should be developed through collaboration with other academic units already offering courses in these areas.
11. The Department of International Studies should offer a minor in IS.
12. The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.

Decanal Implementation Plan

A Decanal Implementation Plan submitted by Principal McRoberts responds to each recommendation extracted from the consultants' report. The Plan supports several changes that would be initiated at the program level and advanced through internal processes and identifies recommendations that have already been implemented. An updated plan was provided by Principal Ipperciel to provide timelines and assurance that the Office of the Principal is involved in implementing changes. The program also provided an update, which is reflected in the summary below.

The following recommendations are in the process of being implemented:

- Courses cross-listed with other programs are being made available to students to satisfy the 'outside the major' requirements, and changes to the governance structure of the department facilitate such collaboration. One result has been the increase in course offerings with an international focus in both French and English.
- Enrolment patterns are being used to rationalize optional course offerings, and a process for reviewing courses to address redundancies has been established.
- The professional internship is being revitalized to increase student participation. This initiative has been deemed preferable to the introduction of a co-op option.
- One tenure track replacement position has been authorized.
- A minor in International Studies is scheduled for September 2016 launch.

The department is also working with the Office of the Principal to address two decanal issues that were not addressed by the review report: the ability for students to complete the program in four years and student success in entering graduate programs. The program identifies initiatives designed to increase major enrolment, and there is some indication that, while applications continue to decline, acceptances are showing signs of increasing.

The review report made three recommendations for which the department provided reasons for not implementing. The report raised a concern about the strength of the program's interdisciplinarity given the fact that it is housed in a department consists of faculty members identified with the discipline of political science. The Principal agrees with the department that it is not necessary to reflect the interdisciplinary nature of the program in department members because the program's governance structure ensures appropriate collaboration with other contributing units. The Principal also agrees that the Centre for Second language Study will take primary responsibility for providing students with second language support. Finally, in response to a recommendation to develop regional clusters in addition to its thematic clusters. The Principal agrees that the development of regional clusters in collaboration with other programs is too ambitious an undertaking to develop formally, and the fact that student interest is matched with faculty research expertise where possible achieves the aim of the recommendation to the best extent possible at this time.

Summary

The International Studies program, the annual student symposium, the student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students. The program demonstrates its commitment to ongoing improvement. It has identified further enhancements that have been endorsed by the consultants and encouraged by the Principal. Among the plans already begun is a review of course offerings that may satisfy the "courses outside of the major" requirement. This has resulted in an increase of major courses available in French and in English. A tenure track appointment has been authorized. The program is also focused on student success in the areas of experiential education, student completion times and student success in entering graduate programs.

Alice J Pitt, Vice-Provost Academic
April 2015



Mathematics and Statistics, Undergraduate, Faculty of Science

Cyclical Program Review – 2006 - 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

Program description:

The Department of Mathematics and Statistics offers BA, Honours BA, BSc and Honours BSc degree programs in six subject areas.

- applied mathematics
- computational mathematics (Honours BSc only)
- mathematics
- mathematics for commerce (BA and Honours BA only)
- mathematics for education
- statistics

Program	New Registrations (heads) 2013	Enrolment FTES 2013	Degrees Awarded 2013
Applied Mathematics	41 (2014)	103 (2014)	9 (Hons) 7 (Bachelor)
Computational Mathematics	4	11	3
Mathematics for Education	28	76	17
Mathematics for commerce	46	140	14 (Hons) 5 (Bachelor)
Mathematics	19	82	5 (Hons) 9 (Bachelor)
Statistics	11	40	6 (Hons) 6 (Bachelor)

Reviewers appointed by Vice Provost Academic:

Yvan Saint-Aubin, Professor, Département de mathématiques et de statistique, Université de Montréal

Peter Taylor, Professor, Department of Mathematics and Statistics, Queen's University

Paula Wilson, Undergraduate Program Director & Senior Lecturer, Department of Biology, York University

Site Visit: March 19, 20, 2015

The reviewers spent two days at York University where they met with key administrative personnel, including the Vice-Provost Academic. On the Keele campus the reviewers met with Associate Deans from the Faculty of Science, the Chair of the Department, the Undergraduate Program Director and coordinators for Mathematics for Education, Pure Mathematics and for Statistics. In addition they met with the Faculty of Education Coordinator for Mathematics as a teachable subject and the Science Librarian. There were opportunities to meet with faculty members and groups of students. At the Glendon campus on March 20th, the reviewers met with the Vice-



Principal Academic the Chair of the Department. Lunch was held with students from the Glendon Mathematics program.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response addressed the most salient of the reviewers' recommendations. A follow-up report will be due in May 2017 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.

Program Strengths:

Learning outcomes for each of the mathematics programs are clearly laid out. Overall the programs provide strong and diverse curriculum in key aspects of mathematics education. The faculty members are dedicated to teaching and have expertise that covers many fields. The innovative course MATH 1200, *Problems, Conjectures and Proofs* has great potential, as does the two week math tutorial offered prior to term. Students benefit from the excellent Math-Stats Lab as well as coop and summer research opportunities

Opportunities for Program improvement (selected from self-study and reviewers' report):

Faculty workload distribution between junior and senior faculty members needs to be reviewed. Some faculty members provide courses at Glendon, and this may be becoming a burden on the Department. The structure of the department with three streams seems to work well, in spite of the fact that faculty members are housed in various areas of the campus.

Program structures need to be simplified. The common first year could be extended to a year and a half allowing students to cover more foundational work before selecting a stream. The computational program should be phased out as well as the international dual degree program. The statistics program should consider not having streams. Analysis of big data is a growing field and an opportunity for the Mathematics and Statistics department to explore. A new stream in financial mathematics, combining the strengths of existing streams, could be of great interest to students. All programs have higher level courses in which more attention can be paid to problem-solving, group work, student presentations and one-on-one interaction.

Decanal Implementation Plan (selected)

The Dean's Implementation Plan offers a summary of the strength and weakness highlighted in the self-study and by the reviewers and outlines clear plans for a number of the recommendations, many of which will be undertaken in 2015 and 2016, others which will extend through to 2018.

The Department of Mathematics will begin the governance processes to close Computation Mathematics and the international dual degree programs in 2015.

Restructuring of the programs has been discussed by the Executive Committee and work on this through committees and Faculty Council (and ultimately Senate) will begin in 2015 and continue through to 2017. Consideration of a single 90-credit degree program will begin in 2016. This will coincide with work on expanding the common year to a year and a half and a review of capstone courses with a view to increase experiential educational opportunities. Faculty complement plans will be finalized over the next two or three years.

Summary

Overall the programs are very good offering diversity in mathematics education. The faculty members are dedicated to teaching and have expertise that covers many fields. The external reviewers felt that the program structures could be simplified and made a number of specific recommendations related to streams and courses. The Dean's Implementation Plan outlines clear plans for a number of the recommendations, with action to be undertaken between 2015 and 2018. In addition, a faculty complement plan will be finalized over the next two or three years.

Alice J Pitt, Vice-Provost Academic
November 2015



Mathematics/Mathématiques, BA and IBA, Glendon

Cyclical Program Review – 2006 - 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: October 2015

Program description:

The Mathematics BA and IBA options at Glendon include Specialized Honours, Honours, Bachelor (BA only) and an Honours minor option. Mathematics may also form part of a double major. The first year core courses are offered in French and in English each year. The mathematics program offers courses that are an important support for Glendon's other programs and is one of the teachable subject options for students pursuing the BEd.

Program	Accepts 2014	Enrolment FTEs 2014	Degrees awarded 2014
BA Hons	2	20	

Reviewers appointed by Vice Provost Academic:

Yvan Saint-Aubin, Professor, Département de mathématiques et de statistique, Université de Montréal
Peter Taylor, Professor, Department of Mathematics and Statistics, Queen's University
Paula Wilson, Undergraduate Program Director & Senior Lecturer, Department of Biology, York University

Site Visit: March 19, 20, 2015

The reviewers spent two days at York University where they met with key administrative personnel, including the Vice-Provost Academic. On the Keele campus the reviewers met with Associate Deans from the Faculty of Science, the Chair of the Department, the Undergraduate Program Director and coordinators for Mathematics for Education, Pure Mathematics and for Statistics. In addition they met with the Faculty of Education Coordinator for Mathematics as a teachable subject and the Science Librarian. There were opportunities to meet with faculty members and groups of students. At the Glendon campus on March 20th, the reviewers met with the Vice-Principal Academic the Chair of the Department. Lunch was held with students from the Glendon Mathematics program.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due February 2017.

Program Strengths:

- The program level expectations are clearly laid out and include some "emerging competencies" that focus on the ability to apply mathematics to real world problems
- Students clearly appreciate the small class size at Glendon and the ability for interactive discussions with faculty members.
 - The program has developed courses at upper levels to support Economics program requirements as well as a course that supports both majors and students in the Concurrent B. Ed (French Immersion) program.

Opportunities for Program improvement (selected from self-study and reviewers' report):

- While classical teaching methods are effective, Glendon seems to be ideal for project based learning which will readily support the “real world problem” approach and build practical collaboration and team work skills.
- The 3000 and 4000 level courses are well chosen but do not prepare students for further studies in mathematics.
- Although the department has been creative in ensuring necessary courses are offered at Glendon and facilitates students taking courses at the Keele campus, the current program is not sustainable with the current faculty complement.
- Several options for realignment of the program could be considered but each presents its own challenges for the depth and breadth of offerings and for the capacity of the unit to advance professors' scholarly careers in mathematics.

Principal's Implementation Plan (selected)

The program response to the review report provided detailed discussion of various options that demonstrates a solid understanding of the context and the implications of the various options. Principal's Implementation Plan focusses primarily on the sustainability of the Mathematics program at Glendon. Because of the complementarity with other programs at Glendon, such as the new BSc in Biology, closure of the program is not being contemplated. The administrative merging of the Mathematics Department with the Economics Department at Glendon is anticipated in 2016. The Principal's Implementation Plan also notes that there is an option for some introductory mathematics to be taught by new hires in other programs. Glendon will work with the Keele Mathematics program to ensure clarity around courses at Keele that can count towards the Glendon degree. A Mathematics preparatory “camp” offering foundation tutorials for new students is being explored for 2016/2017.

An update on the action items of the Mathematics program implementation plan will be provided in the March 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic
November 2015



Music, Undergraduate

(School of Arts, Media, Performance and Design - formerly the Faculty of Fine Arts)

Cyclical Program Review – 2004 - 2012

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: March 17, 2015

Program description

The Department of Music at York University offers an innovative, comprehensive program which integrates academic studies and studio training across a wide range of musical cultures and traditions.

The program is designed to help students develop the knowledge and skills required to perform, research and create music in a variety of styles and contexts. While the curriculum is grounded in traditional western concepts and practices, it also incorporates new and alternative approaches to musical understanding and creativity. Along with classical music, jazz, world musics, contemporary repertoire, and electronic and digital applications all figure prominently in the program.

York University's Faculty of Fine Arts offers degree programs in Music leading to:

- Bachelor of Fine Arts Honours (BFA Hon),
- Bachelor of Arts Honours (BA Hon), and
- Bachelor of Arts (BA) degree.

Students concentrating in studio work (performance or composition) graduate with a BFA Honours degree. Those concentrating in music history and theory graduate with the BA or BA Honours degree.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Major 1, Major 2, Minor	132	589	104 (BA Hon), 5 (BA)

Reviewers appointed by the Vice-Provost Academic:

Dr. Debra Cairns, University of Alberta (External)

Prof. Michael Cabianca, Department of Design, York University (Internal)

Site Visit: March 13-14, 2013

Outcome: The Joint-Committee on Quality Assurance concluded that a meeting with the Dean of the School of Arts, Media, Performance and Design and representatives of the Music Department would clarify action items, responsibilities and timelines. This meeting took place on May 21, 2015. An additional Dean's Implementation Plan was submitted on June 19, 2015. A follow up report is due in December 2017.

Program Strengths:

- The review report notes significant strengths in jazz and world musics with studio studies (voice, guitar, piano) as emerging strengths; ethnomusicology and composition also distinguish the program;
- The diversity of offerings and curricular flexibility are noted strengths (with caveats noted below), and experiments that integrate music with other arts practices within AMPD are promising;



- Degree level expectations and student learning outcomes are clearly articulated and conceptually strong;
- Space resources are very good in terms of rehearsal, studio and performance space as well as computer and keyboard labs. The planned addition of a combined resource/teaching/research room dedicated to the creation of music in response to a visual sources may differentiate York and is applauded;
- The music library resources are excellent with impressive collection of print and recording (aural and visual) sources that create substantial body of offerings in jazz, world music and classical and that are being made available online;
- The creation of the Oscar Peterson Chair has added new vitality and is a coup for York;
- The program has well-developed materials to direct students to employment/career opportunities.

Opportunities for Program improvement (selected)

The review report has provided detailed recommendations in a number of areas that are summarized here:

- The diversity of the program, a traditional strength, may not be sustainable, and clear strategic directions need to be established in a context of fierce competition in the Toronto area in order to distinguish York;
- While students appreciate the breadth of offerings, they also seek greater concentration in upper years in order to build their capacity and make them more competitive for graduate level studies;
- In combination with curricular revision to focus the program, an adjusted complement plan with aligned priorities needs to be developed;
- More effective means for maintaining and renewing instruments needs to be created, and solutions for suitable and sufficient practice space for students and teaching space for performance instructors need to be generated;
- The practice of offering individual lessons to non majors as well as the number and range of ensembles need to be reconsidered;
- The program would be well-served by establishing clearer governance structure for its departmental and committee meetings and membership;
- Attention must be given to student concerns, raised in the student survey, that they are not always treated with respect and that professors do not always set an acceptable professional example.

Decanal Implementation Plan (selected):

Dean Sellers-Young's decanal implementation plan noted that the implementation of the plan would unfold in the context of a university academic program review and a new budget model. Further noting that providing new practice rooms or sound-proof offices could not be contemplated at this time, she focuses her plan on three areas summarized below:

Curriculum/Strategic Planning

- The plan encourages the program to continue its efforts towards integrating classical music performance with the areas of strength in order to take advantage of entrepreneurial innovation that is currently characterizing a vibrant Toronto scene;

elaborating studio performance curriculum holds promise for expanding the institutional possibilities of 'symphony' and 'opera' into a vibrant freelance scene with a focus on small ensembles and collaborative multi-disciplinary frameworks.

- It also sees value in developing inter-departmental studies in films, music composition and video-gaming composition in order to create distinctive and differentiating program strengths.
- The plan endorses the Department's interest in developing a framework for music education aimed at studio teaching and community arts programs in recognition of a global music industry with intersecting influences of traditional, popular and world music on music studies and composition.

Student Success and Satisfaction:

- The plan endorses the department's interest in developing an e-learning opportunity to close the gap between some student's background and the core curriculum as well as an opportunity for students to demonstrate mastery and waive requirements.
- The department is in the process of developing upper year areas of concentration that responds to student interest, revising the student handbook to better articulate program requirements, and creating certificate programs in collaboration with other departments in AMPD and with Seneca.
- The plan encourages the department to expand and formalize internship opportunities, particularly in light of developments in music education, entrepreneurship, and composition for digital venues.
- The dean requires the Music Department to communicate to faculty the expectation that students be treated with respect and to include a statement in printed material directing students to the appropriate resources if necessary.

Governance:

- The plan notes that the department has, over the past three years, undertaken some of the suggestions made in the review report. The dean encourages further evolution in this regard.

Program members and Dean Brixey, who assumed his role in July 2014, met with the Joint Sub-Committee on Quality Assurance, and Dean Brixey was asked for an updated implementation plan. The implementation plan submitted in June 2015; it builds on the earlier plan, but important details have emerged. Specifically, the articulation and promotion of the Department of Music's distinctiveness amongst its competitors will be strengthened and new programs developed, specifically in Composition and Sound Design for Films, Games, and Motion Media, reinforcing the department's interdisciplinary connections within the School. The Department will explore program opportunities with Seneca College with a focus on the new Markham campus. Plans also include the allocation of core courses to full-time faculty and a focus on faculty complement renewal. A focus on mentorship, experiential opportunities, clarified areas of study and opportunity for electives are the focus of student-centred curriculum plans.

Summary

The program boasts significant strengths in jazz and world musics with studio studies (voice, guitar, piano) as emerging strengths; ethnomusicology and composition also distinguish the program. The diversity of offerings and curricular flexibility are noted strengths (with caveats noted below), and experiments that integrate music with other arts practices within

AMPD are promising. Future plans for the Department focus on student needs, including experiential opportunities. New programs that reinforce the department's interdisciplinary connections within the School and opportunities for collaboration with institutional partners at the new Markam Campus will be a part of the programs plans to articulate and promote the Department of Music's excellence and its distinctiveness amongst its competitors.

Alice J. Pitt, Vice-Provost Academic
July, 2015

Social Work, Undergraduate (BSW), Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2004 - 2012

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

Program description

the School of Social Work confers honours social work degrees at the bachelor's level (BSW) through the Faculty of Liberal Arts and Professional Studies. The BSW Undergraduate Program includes two streams: BSW Direct Entry (for students from high school or with a college diploma) and BSW Post Degree Entry.

The full-time Direct Entry BSW stream, started in 2001-02, accepts students directly into first year and offers courses during the day and evening. The program is normally completed in four years. The Post Degree program requires a university degree to be admitted. This program offers courses in the day and evening and could take a minimum of two years to complete. The Post Degree program was developed for university graduates who are social work practitioners and wish pursue a career in social work.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Social Work	205	503	129

Reviewers appointed by the Vice-Provost Academic:

Dr. Ken Barter, School of Social Work, Memorial University, St John's, Newfoundland
Dr. Don Dipppo, Faculty of Education, York University

Site Visit: March 20-21, 2014

The site visit included meetings with senior academic leadership at York University, including Vice-Provost, Alice Pitt; Vice-Dean of LA&PS, Kim Michasiw; Undergraduate Program Director, Atsuko Matsuoka; and Director, Barbara Heron. The reviewers also met with faculty members, field instructors, several groups of students and staff members.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

Program Strengths:

- The review report states, "The School of Social Work, given its mission, strategic planning values and objectives, adequately reflects the University's Mission Statement in action through being dynamic, innovative, diverse, [and through] critical exploration and commitment to social justice and equity." A faculty-led initiative, New Opportunities for Innovative Student Engagement (NOISE) was identified as an "excellent indicator of the school's mission in action." The school's mission and objectives are "intricately embedded in curriculum, teaching and student learning."
- The School has excellent facilities, and its faculty members are committed to ongoing review of curriculum and responsive to student concerns.



- The relationship between the School and the Library is excellent; the Library is well-resourced and “librarians pointed out that social work students and faculty are among the most frequent and knowledgeable users of Scott Library.” Librarians were also commended on their support for students requiring accommodations and their high level of expertise on social work topics.
- Field instructors provided very positive comments and describe students as well-prepared for placements; these instructors value the school’s critical perspective and anti-oppressive framework.
- The school’s data base for field education that outlines agencies, field instructors, learning contracts, timelines, evaluation dates, etc. was described as “truly impressive” and relatively unique in schools of social work.

Opportunities for Program improvement (selected)

- Given the diversity of the student population, comprised of direct entry, post-program and college transfer students, the report recommended that the gateway course for direct entry students (SOWK 1011) be completed prior to admission to Social Work.
- Concerns were raised by students about overlap or repetition in course content; they also identified gaps in the curriculum in relation to Aboriginal, disability and self-care content. Students also expressed an interest in more opportunities to develop practical skills in their coursework.
- A more active student association was encouraged to deepen student engagement and provide a forum for improving student experience in relation to accommodations. The report also encouraged development of a Field Instructor Association as a way to strengthen field instructors’ engagement with the program.
- The report encouraged exploration of placements in two years of the program rather than one extended placement.
- The large course format for first year courses provides a good use of resources and opportunities for tutorials led by graduate students; however, the report recommends that caps upper-level core and elective courses be reduced to improve student experience.
- Additional full-time tenure stream faculty members are needed to maintain complement strength in face of retirement.

Decanal Implementation Plan (selected):

The program provided a fulsome response to the report’s suggestions and recommendations and further demonstrated its commitment to strategic and ongoing planning and review. The program has made significant progress towards addressing the gaps in curriculum and has clear plans for addressing the perception of overlap/repetition in course content as well as the issue of ‘practical skills’. The Joint Sub-Committee encourages review of student learning outcomes to improve students’ understanding of development in areas where concepts and issues are returned to over the course of the program. The student association has been revitalized and is working with the program and Counseling and Disabilities Services to improve support.

The program, with the support of the Dean’s Office, will evaluate the role of SOWK 1011, a relatively new initiative, in terms of its role to provide a foundation for direct entry students.

The program's ongoing assessment of its diverse student population indicates that college transfer and post degree students do demonstrate prior learning that justifies their exemption from this course. The program has also provided a compelling rationale for maintaining a single 700-hour placement on pedagogical grounds and good reasons, given the difficulty of securing sufficient high quality placements, for continuing this practice. The Dean is satisfied with the program's position and suggests that the suggestion may be taken up again if other logistical issues are resolved.

On issues relating to curriculum and student experience, the Decanal Implementation Plan endorses the program's ongoing initiatives, offers support, and indicates that the Dean's Office will monitor progress.

The plan acknowledges the staffing needs of the unit, points out resources that have been provided and indicates its support of a complement replacement plan to ensure a the maintenance of the current size of the complement; additional full-time faculty will be added as warranted by growth in enrolment.

The plan cites an initiative within LA&PS to provide on-site technical support and commits to providing the resources necessary to maintain and improve the data base.

The plan identifies the possibility of appointing some or field instructors as formal adjunct faculty as one way to further enhance the school's relationship with these important colleagues. The Dean's Office has engaged the Office of Faculty Relations in this discussion.

Summary

The review report states, " The School of Social Work, given its mission, strategic planning values and objectives, adequately reflects the University's Mission Statement in action through being dynamic, innovative, diverse, [and through] critical exploration and commitment to social justice and equity." The School has excellent facilities, and its faculty members are committed to ongoing review of curriculum and responsive to student concerns. The review recommended the restructuring of some courses to avoid overlap and that the gateway course be completed prior to admission to the program. Other recommendations focused on ways to deepen student engagement and the student experience. The Dean's Implementation plan outlines specific actions and timelines for a review of the curriculum and plans to address the faculty complement renewal.

Alice J. Pitt, Vice-Provost Academic
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