



York University Senate Notice of Meeting

Thursday, May 28, 2015 at 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

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M. Armstrong, Secretary

The Senate of York University – Minutes

Meeting: Thursday, April 23, 2015, 3:00 pm
 Senate Chamber, N940 Ross

R. Mykitiuk <i>Chair</i>	R. Jayawardhana	A. Schrauwers
P. Amarasooriya	M. Karakul	L. Sergio
M. Amegago	R. Lee	M. Shoukri
M. Annisette	R. Lenton	J. Simeon
S. Ariyaratnam	D. Leyton-Brown	M. Singer
M. Armstrong <i>Secretary</i>	B. Lightman	L. Sossin
E. Asselstine	M. Lockshin	B. Spotton Visano
A. Avolonto	M. Longford	H. Tamim
S. Benchimol	A. MacLennan	N. Tenhaaf
G. Brewer	G. Malfatti	G. Tourlakis
S. Brixey	M. Martel	A. Viane
M. Budworth	K. Michasiw	P. Walsh
H. Campbell	T. Moore	L. Weir
G. Comninel <i>Vice-Chair</i>	J. Morrison	R. Wellen
R. De Costa	D. Mutimer	T. Wesson
P. Delaney	P. Ng	R. Wildes
S. Ehrlich	J. O'Hagan	H. Wu
J. Garrido	S. Pagiatakis	L. Wright
J. Goldberg	S. Paradis	J. Yeomans
E. Gutterman	S. Parsons	R. Zeidenberg
R. Haché	A. Perry	
W. Heinrichs	B. Pilkington	
B. Heron	R. Pillai Riddell	
C. Heron	A. Pitt	
D. Hunt	B. Rahder	
C. Innes	L. Sanders	
R. Irving	E. Schraa	

1. Chair's Remarks

The Chair of Senate, Professor Roxanne Mykitiuk, expressed her appreciation to Senators for their contributions during the academic disruption in March, and for their collegiality, respectfulness, frankness and fairness during Senate's important deliberations.

2. Minutes

a. Meeting of March 16, 2015

It was moved, seconded and *carried* **“that Senate approve the minutes of the meeting of March 16, 2015”**.

b. Meeting of March 19, 2015

It was moved, seconded and *carried* **“that Senate approve the minutes of the meeting of March 19, 2015”**

The Senate of York University – Minutes

c. Meeting of March 26, 2015

It was moved, seconded and *carried* “**that Senate approve the minutes of the meeting of March 26, 2015**”

3. Business Arising From the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

a. Academic Colleague to the Council of Ontario Universities

The Academic Colleague, Professor George Turlakis, presented the most recent COU issues update and in doing so highlighted the government’s funding formula review, concerns about the financial stability of universities, and the role played by contract faculty members.

5. President’s Items

The President’s “Kudos” report for the period February to April 2015 was noted. In his remarks Dr Shoukri spoke of his gratitude to the community for facilitating a swift return to normal operations following the strike, and his confidence that the community will continue to unite in a positive, forward-looking way. York values its contract faculty members highly, and will continue to count on them to deliver high quality education, while recognizing the importance of maintaining an appropriate balance of instructors within the complement.

The President profiled two recent appointees, of Professor Ananya Mukherjee-Reed, the next Dean of the Faculty of Liberal Arts and Professional Studies, and the new University Librarian, Joy Kirchner. Both will take up their positions on July 1. He also thanked Dean Martin Singer, former University Librarian Cynthia Archer and Interim University Librarian Catherine Davidson for their service. Dr Shoukri also announced the individuals who will receive honorary degrees at Spring Convocation ceremonies.

The April 29 federal budget included significant opportunities for the University, but also contained measures that were less welcome, including a freeze on Tri-Council funding. With the appointment of former Deputy Minister Sue Herbert on March 12, consultations about a possible new funding formula for universities have intensified. There is concern that the funding modernization project will be used to promote greater differentiation between institutions.

In the current challenging budgetary environment, it was important to consider ways to make processes more efficient, to streamline administrative and academic programs, and to ensure that the University can fulfill its mission and respond to societal needs in a more sustainable manner. The President called on Provost Lenton who, citing the

The Senate of York University – Minutes

need for collegial re-engagement, provided a high-level overview of challenges facing the University and described revised timelines for a number of related academic planning initiatives.

6. Executive Committee

Senate Executive provided Senate with a record of its meetings and decisions prior to and during the disruption of academic activities that began on March 3. The annual call for expressions of interest in Senate-elected positions has been issued, and Senators and others in the community were invited to suggest the names of possible candidates. The Equity Sub-Committee reported that it met in February to develop a work plan for the final months of 2014-2015 (a priority is the conclusion of a review of the Senate Policy on Accommodations for Students with Disabilities). A working group established to develop recommendations on Senate membership for the next two years will report in May after which the Executive Committee will present its own recommendations to Senate. Following a review mandated when the Statement of Principles on External Partnerships was approved by Senate in 2013, the Committee concluded that it remains an effective expression of the academic principles that apply to partnerships (the Secretariat will follow-up on other recommendations made by the working group that developed the Statement). Having reviewed changes to rules and procedures forwarded by the Faculty Councils of Graduate Studies and Health, the Executive Committee confirmed that they were consistent with principles of collegial governance and practices elsewhere in the University.

7. Awards

Senators joined the Chair of the Awards Committee, Professor David Leyton-Brown, in congratulating recipients of the President's University-Wide Teaching Awards for 2014-2015:

- Senior Full-time Faculty: Carys Craig, Osgoode Hall Law School
- Full-time Faculty: Jean Michel Montsion, International Studies, Glendon
- Contract and Adjunct Faculty: Peter Constantinou, School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies
- Teaching Assistant: Vivian Stamatopoulos, Sociology, Faculty of Liberal Arts and Professional Studies

The Awards Committee also reported on new awards approved in 2014.

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8. Academic Standards, Curriculum and Pedagogy

- a. Establishment of a Diploma in Intermediate Accounting (Type 3), Schulich School of Business / Faculty of Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the Establishment of a Diploma in Intermediate Accounting (Type 3), Schulich School of Business / Faculty of Graduate Studies**”.

- b. Consent Agenda Item

Senate *approved by consent* an ASCP recommendation to delete the Linguistic and Stylistic Studies Field from the MA and PhD Programs in English, Graduate Program in English, Faculty of Graduate Studies.

- c. Information Items

ASCP advised that it had approved minor modifications to degree requirements for the MSc and PhD programs in Biology and a change in the name of the LLM program’s Specialization in Alternative Dispute Resolution to Dispute Resolution.

9. Academic Policy, Planning and Research

- a. Information Items

Academic Policy, Planning and Research confirmed a previous announcement that the planning forum scheduled for April 23 has been postponed to the autumn, with a date likely in September. A report based on recent planning discussions with the Deans, Principal and University Librarian is in progress and will be transmitted to Senate in May.

10. Other Business

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

R. Mykitiuk, Chair _____

M. Armstrong, Secretary _____

Synopsis

438th Meeting held on April 27, 2015

Remarks

The Chair expressed the Board's appreciation to management for the successful resolution of the labour disruption, and commended Senate for attending to the decisions and actions necessary for students to complete their academic year.

Congratulations were extended to:

- David McFadden for his appointment as Chair of the Canadian and International Infrastructure Advisory Board of Fengate Capital Management
- Vijay Kanwar for the recognition of his achievements as Chair of the Greater Toronto Airports Authority as he completes his term

Approvals (Taken since the last Board meeting by the Executive Committee on behalf of the Board)

- The appointment of Professor Ananya Mukherjee-Reed as Dean of the Faculty of Liberal Arts and Professional Studies, for a five-year term commencing 1 July 2015
- The appointment of Ms. Joy Kirchner as the University Librarian for a five year term commencing 1 July 2015
- Concurrence with the agreements reached and ratified with CUPE 3903 Units 1, 2 and Unit 3.

Approvals

- The Policy on the **Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships**
- An increase of 2% in the centrally collected ancillary fees for undergraduate students and students in graduate professional programs, effective May 1, 2015 (implemented as of 1 September 2015)
- The 2015 endowment distribution Smooth Banded Inflation rate of 3.9%.
- A capital budget of \$3.7 million for critical repair work on the chilled water pipe infrastructure on the Keele campus

York University Board of Governors

Synopsis

Reports/Presentations

- A presentation from Susan Webb, Chief Communications and Marketing Officer, on York's campus and outreach activities in conjunction with the upcoming Pan Am/Parapan Am Games, including an opportunity to meet one of York's student hopefuls for the Games
- A budget planning update presentation from the Vice-President Finance and Administration and the Vice-President Academic & Provost.
- Each of the Academic Resources, Executive, Finance and Audit, Investment and Marketing, Communications & Community Affairs committees reported for information on matters discussed in their recent meetings.

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

For further information on any of the above items contact the University Secretariat.

Maureen Armstrong, Secretary

YORK UNIVERSITY KUDOS REPORT



MARCH

The fifth annual TEDxYorkU conference was held on March 28 and featured eleven speakers and performances from York faculty, alumni, students and staff.

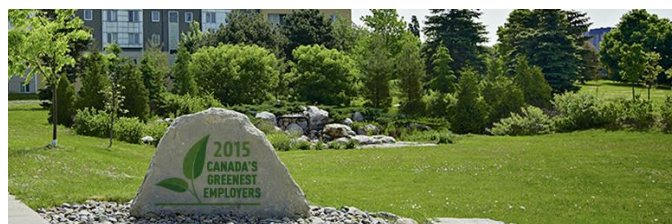


Three Lassonde professors and researchers were featured in the #30in30 Inspiring Women in Engineering initiative by the Natural Sciences & Engineering Research Council of Canada's Pratt & Whitney Canada Chair for Women in Science and Engineering Ontario. The initiative is designed to raise the profile of the province's most accomplished female engineers as part of National Engineering Month.

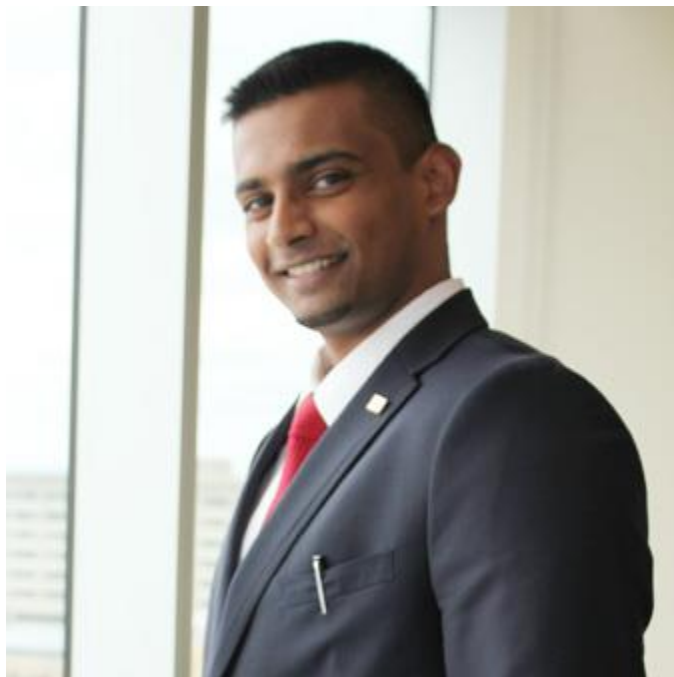
APRIL

At York's annual Earth Day celebration, the University celebrated a number of key sustainability awards and accomplishments, including:

- York was named one of Canada's Greenest Employers by MediaCorp Canada Inc. for the 3rd year in a row;
- York was ranked 2nd on Corporate Knights Future 40 Responsible Corporate Leaders list for the 2nd consecutive year;
- And for the fifth year in a row, York was ranked among the greenest universities on the planet, placing 35th on the 2014 GreenMetric ranking on sustainability.
- Recipients of 2015 President's Sustainability Leadership Awards:
 - Bonfire Implementation Team
 - York University's Food Services Department
 - Glendon Roots and Shoots
 - Regenesys York
 - Meagan Heath, Waste Management Supervisor, CSBO



LA&PS student Sayjon Ariyaratnam was selected as winner of the fourth annual President for a Day contest. Sayjon, who is active in the University community as a student Senator and as President of the Student Council of Liberal Arts & Professional Studies (SCOLAPS), will swap roles with President Shoukri in September.



Former York University field hockey head coach and Kinesiology & Health Science faculty member Marina van der Merwe was named to the 2015 induction class for Canada's Sports Hall of Fame.

Osgoode professor Benjamin Berger received the Canadian Association of Law Teachers-Association Canadienne des Professeurs de Droit Prize for Academic Excellence.

The Canadian Association of Insolvency and Restructuring Professionals has awarded the 9th Annual Lloyd Houlden Fellowship to Osgoode professor Poonam Puri.

The York Cares Campaign is in United Way's top 15 per cent of contributors, thanks to support from over 10 percent of the York University community this year.

York grad Anthony Antan (BBA '10) proposed to Maria Rego (BBA '10) at the Observatory on April 24.

300 teacher candidates attended the Faculty of Education's inaugural Education Symposium on April 25. The event marked the launch of the Faculty's renewed professional learning program.

MAY

On May 1, York's Centre for Vision Research awarded graduate students Sarah D'Amour the Marian Regan Prize, and Lesley Deas the E. Lynn Kirshner Award.

GEO-SLOPE International has presented Lasonde's Civil Engineering program with a gift of more than \$120,000 in software. The software is widely used for analyzing a variety of geotechnical problems, including the stability of foundations, mine pits and dams.

LA&PS student Khamica Bingham is competing for a spot at the Toronto 2015 Pan Am Games after a successful 2014-15 season, winning the gold medal in the 60m at the OUA and CIS championships, with the second fastest time in Canadian history. Other Pan Am hopefuls include Melissa Humana-Paredes, a beach volleyball player; thrower Brittany Crew; and sprinter Dontae Richards-Kwok.

Fifty exceptional graduate and undergraduate students were honoured on May 5 at York's annual Circle of Scholars celebration.



Discovery Accelerator Supplement (\$120,000 over 3 years) and one Early Career Supplement (\$25,000 over 5 years). Three Research Tools and Instruments applications were also funded, for a total of nearly \$300,000.

The Economist has ranked the Kellogg-Schulich Executive MBA program number five in the world in its second survey of the globe's top Executive MBA programs.

UNIVERSITY APPOINTMENTS

The Faculty of Graduate Studies honoured Professor Kathryn McPherson's excellence in graduate teaching and mentoring with the Faculty's Teaching Award at the Faculty Council meeting on May 7.

Professor Ananya Mukherjee-Reed has been appointed to the position of Dean of the Faculty of Liberal Arts & Professional Studies, effective July 1, 2015, for a five-year term.

On May 9 four members of the York University Lions women's hockey team began a cycling journey from Toronto's SickKids Hospital to the Philadelphia Children's Hospital, a ride that totaled 960km. The students joined forces with Toronto Police Services from 31 Division to raise money for The Hospital for Sick Children through the Cops Cycle for Kids event.

Joy Kirchner, former associate university librarian for content & collections at the University of Minnesota Libraries, has been appointed as York's new university librarian, effective July 1, 2015, for a five-year term.

Two graduate nursing students, Sally Baerg and Kadeen Briscoe, received research awards from the Registered Nurses' Foundation of Ontario (RNFOO) during National Nursing Week.

Professor Will Gage of the School of Kinesiology & Health Science has been appointed to the position of interim associate vice-president teaching and learning in the Office of the Vice-President Academic and Provost.

NSERC competition results indicate that Faculty of Science researchers received 12 Discovery Grants, with total funding of nearly \$2 million, as well as one

Osgoode professor Benjamin Berger will assume the role of the Law School's inaugural Associate Dean (Students), effective July 1, 2015.

Celia Popovic has been appointed to the position of director of York University's Teaching Commons.

Executive Committee – Report to Senate

At its meeting of May 28, 2015

The Executive Committee met on May 19, 2015 and makes this report to Senate for action and information.

For Action

1. Candidates for Election to Senate Committees and Other Senate-Elected Positions

Senate Executive recommends the candidates ~~À æ ^âÀ^[]~~, for election to Senate Committees (non-designated seats) for three-year terms beginning July 1, 2015 and ending June 30, 2018, and for other positions with specified terms.

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

Additional nominees may be forwarded to Senators prior to the meeting of May 28.

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

Any balloting required to elect individuals will be conducted by e-vote commencing May 29.

Senate Nominee for Membership on the Board of Governors (1 vacancy; two year term; must be a member of Senate to stand for election) Board of Governors normally meets five times each year; Senate Executive meets on the third Tuesday each month at 3:00 p.m.; Senate meets on the fourth Thursday of the month at 3:00 p.m.

Bernard Lightman, Professor, Humanities, Liberal Arts and Professional Studies
David Mutimer, Professor, Political Science, Liberal Arts and Professional Studies

Academic Standards, Curriculum and Pedagogy (Full-Time Faculty Member; 2 of 4 vacancies; three-year terms) Meets Wednesdays at 1:30 p.m., normally twice each month

Sylvia Bawa, Assistant Professor, Sociology, Liberal Arts and Professional Studies
Cristobal Sanchez-Rodriguez, Associate Professor, Administrative Studies, Liberal Arts & Professional Studies

Executive Committee – Report to Senate

Appeals (Full-time faculty member; 1 vacancy) (Meets in panels at the call of the Chair)

Natalie Coulter, Assistant Professor, Communication Studies, LA&PS
Zhenghong (George) Zhu, Professor, Earth and Space Science and Engineering,
Lassonde

Awards (Full-time faculty member; 4 of 4 vacancies) (Meets 4-5 times annually; Friday)

Christian Haas, Professor, Earth and Space Science and Engineering, Lassonde
Robert Kenedy, Associate Professor, Sociology, Liberal Arts and Professional
Studies
Wendy Taylor, Professor, Physics and Astronomy, Science
Jin Wang, Assistant Professor, Human Resources Management, LA&PS

Tenure and Promotions (3 of 5 Vacancies) (Meets in panels [] Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level)

Simone Bohn, Associate Professor, Political Science, Liberal Arts and Professional
Studies
Heather Campbell, Associate Professor, English, Liberal Arts and Professional
Studies
Karen Valihora, Associate Professor, English, Liberal Arts and Professional
Studies

Tenure and Promotions Appeals (1 of 3 Vacancies)

David Goldstein, Associate Professor, English, Liberal Arts & Professional Studies

Notice of Statutory Motion¹

1. Senate Membership from July 1, 2015 to June 30, 2017

It is the intention of Senate Executive to present a statutory motion at the June meeting of Senate recommending that, for the period July 1, 2015 to June 30, 2017 the membership of Senate be maintained at a maximum of 167 and be distributed as follows:

Members specified by the York Act (Total of 20)

Chancellor (1)
President (1)
Vice-Presidents (4)
Deans and Principal (11)
University Librarian (1)¹

¹ Statutory motions are dealt with in two stages. The first involves notice of the motion which provides an opportunity to discuss, but not vote on, a recommendation. Voting is conducted at a subsequent meeting.

Executive Committee – Report to Senate

Two-to-four members of Board (2)
Faculty Members Elected by Councils

Elected Faculty Members (Total of 99)

Education 4

Environmental Studies 4

Fine Arts 8 (minimum of 2 Chairs)

Glendon 8 (minimum of 1 Chair)

Health 11 (minimum of 2 Chairs)

Lassonde 5 (minimum of 1 Chair)

Liberal Arts & Professional Studies 40 (minimum of 13 Chairs and, 2 contract faculty members)

Osgoode 4

Schulich 6

Science 9 (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

2 for each Faculty except 6 for LA&PS

Graduate Student Association (1)

York Federation of Students (1)

Other Members (Total of 13)

Chair of Senate (1)

Vice-Chair of Senate (1)

Secretary of Senate (1)

Academic Colleague (1)

President of YUFA (1)*

YUSA Member (1)*

Member of CUPE 3903 (1)*

Alumni (2)

College Masters (1)

Registrar (1)

Vice-Provost Academic (1)

Vice-Provost Students (1)

Chairs of Senate Committees who not otherwise Senators (Estimated at a maximum of 5)

* These are the only Senate positions for which there are designated voting alternates.

If this proposal is approved by Senate, there would be no change in the distribution of seats that has applied since 2013. This is of particular importance to Glendon's allocation, since it would continue to have two more seats than a strictly proportional formula would yield.

Executive Committee – Report to Senate

This recommendation was developed by a Working Group composed of the Vice-Chair and Executive Committee members Sonia Lawrence and Ian Roberge. To frame its deliberations the Working Group reviewed the following:

- current membership rules and the rationale that informed the allocations approved by Senate in 2013
- changes in the faculty complement and student enrolments by Faculty over the past two years
- attendance records over the past three years
- the evolution of Senate membership over time
- scenarios prepared by the Secretariat

The recommendation is based on the following considerations:

- changes in the overall size of the full-time faculty member complement since 2012-2013 have been modest and the relative share of the complement in Faculty proportions has not been significantly altered in that time
- Senate rules stipulate that “each Faculty is entitled to a number of seats proportionate to their full-time faculty complement based on the most recently available authoritative data when calculations are made” and rough proportionality can continue to be achieved with the current disruption
- strict proportionality is difficult to achieve since smaller Faculties are entitled to a minimum of four elected faculty member seats (currently 2 seats are set aside for each Education and FES to reflect this requirement); the Working Group and Senate Executive both strongly favour retention of this rule
- the case for allocating additional seats for Glendon remains compelling (see the text that follows)
- with regard to student membership, LA&PS enrolments are by far the largest of any Faculty, and the additional seats allocated to it continue to be justified

In 2013, Senate Executive agreed to recommend an additional two seats to Glendon. Its rationale at that time noted that:

the Principal made the case that Glendon’s membership should remain at 8 instead of reduced to 6 – its share based on normal calculations -- given its special nature. It has also been suggested that the change might send the wrong signal at a time when there may be significant opportunities for York and Glendon in light of the provincial government’s Throne Speech commitment to expand French language and bilingual postsecondary education. While it continues to believe strongly in the rules and principles governing Senate membership, Senate Executive agreed that circumstances warrant the addition of two elected faculty member seats,

Executive Committee – Report to Senate

with both assigned to Glendon, until June 30, 2015. This reinforces York's strong commitment to bilingualism, and Senate will benefit from the participation of Glendon Senators in the discussion of proposals that may emerge over the next two years out of the provincial government's initiative. After careful deliberation, Senate Executive agreed to recommend an increase Senate membership by two, with both of the new seats allocated to Glendon. This is recommended as a temporary arrangement only, and it will be reviewed by Senate Executive in 2015. Senate should be aware that additional seats for Glendon means that seats cannot be assigned on a strictly proportional basis as described in the motion.

The Working Group is of the view that Glendon's special nature continues to warrant a 2-seat augmentation. On this aspect Professor Roberge has written:

Glendon is still the only Faculty where it is possible to complete university level education in French in South Western Ontario. The Government of Ontario is still focused on strengthening francophone post-secondary education, and Glendon plays an important part in that strategy. York's SMA makes a point of referring to the development of new programming in French. Though this is a slightly separate matter, Glendon is seeking to become an official provider of services in French, a designation granted by Cabinet. This recognition is pending; clearly, any change that would diminish Glendon's role in the governance of the University would likely hurt Glendon's chance of obtaining the designation.

Glendon is a separate campus, it is the only Faculty wholly located on a separate campus. Senate membership allows, when necessary, this status to be better accounted for at Senate.

Participation rates are not disproportional to that of other Faculties. Again, it can be a challenge, or at least time consuming, to commute between both campuses.

Documentation is attached as Appendix A.

For Information

1. Approval of Senate Executive Member

The Committee has approved the membership on Senate Executive of Professor Craig Heron (History), who was nominated by the Faculty of Liberal Arts and Professional Studies Council for this Faculty-designated seat.

Executive Committee – Report to Senate

2. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Chair of the Sub-Committee on Honorary Degrees and Ceremonials, Professor Stan Tweyman, the Committee received a number of recommendations to include or extend the term of individuals in the pool of prospective recipients of honorary degrees. The Committee concurred with the recommendations and, as a result, five individuals have been added to the pool.

3. Convocation Ceremony Modifications

As previously reported to Senate, the Sub-Committee on Honorary Degrees and Ceremonials has proposed two changes to the convocation ceremony to be more inclusive of Indigenous peoples. Subject to consultation with the Aboriginal Education Council (AEC), additions will be made to the acknowledgement of traditional aboriginal territory read out at the ceremony. Additionally, an Indigenous faculty member or community leader will be invited to participate in each convocation ceremony as part of the platform party. The Executive Committee provided guidance on these proposals when they were first presented, and it is now expected that changes will be instituted at the June convocation following final consultations with AEC.

The Sub-Committee also agreed that recipients of the Professional Engineers Ontario Foundation for Education Gold Medal for highest academic standing will be acknowledged by the orator at Lassonde convocations (where the Dean will bestow the medal in the receiving line).

4. Informal Gathering with Members of the Board Executive Committee

It has not been possible to find a new date this spring for the annual dinner meeting that brings together members of the Executive Committees of the Board and Senate that was postponed in March. The gathering will be held in the autumn.

5. Equity Sub-Committee Progress Report

The Equity Sub-Committee advises that it plans to meet in June but will not finalize its review of the *Senate Policy on Accommodations for Students with Disabilities* until the autumn.

6. Meeting of Senate Committee Chairs and Secretaries

The spring meeting of Senate committee chairs and secretaries is scheduled for May 28. The Vice-Chair will advise Senate of any pressing matters that arise from discussion, and a fuller report on topics addressed will be provided at a later date.

Executive Committee – Report to Senate

7. Senate Absences

In accordance with Senate rules, the Secretary confirmed that she has corresponded with Senators who missed three consecutive meetings beginning March 19, 2015.

Roxanne Mykitiuk, Chair

Executive Committee – Report to Senate

Appendix A

Table 1
Changes in Faculty Complement 2012-2013 and 2014-2015

Faculty	Full-Time Complement 2014-2015		Proposed Senate Seats 2015-2017	Full-Time complement 2012-2013		Senate Seats 2013-2015
	Number	Percentage		Number	Percentage	
AMPD	119	7.9	8	126	8.5	8
Education	50	3.3	4	54	3.6	4
FES	39	2.6	4	42	2.8	4
Glendon	94	6.2	8	95	6.4	8 to June 30, 2015)
Health	174	11.6	11	177	11.9	11
Lassonde	88	5.8	5	78	5.3	5
LA&PS	641	42.6	40	622	41.9	40
Osgoode	68	4.5	4	64	4.3	4
Schulich	89	5.9	6	86	5.8	6
Science	143	9.5	9	139	9.4	9
Total	1,505	100.0	99	1,480	100.0	99

Senate Committee on Awards

Report to Senate

At its meeting of May 28, 2015

For Information

1. 2015 University Professors

A University Professor is one “who has made an extraordinary contribution to the University as a colleague, teacher and scholar” and the committee found that these nominees wholly fulfilled the criteria, sharing a deep dedication to the University. While according to the *Senate Policy on Honorific Professorships* there are normally no more than two University Professors named annually, the committee found that the extraordinary strength of these three nominations, in a strong field, warranted the selection of three recipients this year.

Richard Hornsey, Department of Electrical Engineering and Computer Science, Lassonde School of Engineering

Professor Hornsey has had a major impact on the development of both the discipline of Engineering and the Lassonde School of Engineering at York, fulfilling a strategic direction of the University. He has guided the establishment and expansion of the curriculum and its innovative focus on the “Renaissance Engineer”, and successfully taken the School through two accreditation reviews. A pioneering scholar in the field of integrated image sensor systems, he has attracted continued funding, published widely, been awarded two patents and been recognized by his peers. His is also highly regarded as teacher, supervisor and mentor to both colleagues and students, and has published with many of his graduate students.

Suzanne MacDonald, Department of Psychology, Faculty of Health

Professor MacDonald is contributes very publically to the reputation of the University through her many appearances on radio and television speaking about the animals with which we share the planet, most recently Toronto’s raccoons. Her prolific research in this area has earned her an international reputation as a researcher and scholar. Within York, Professor MacDonald is highly valued for her many contributions to collegial service and academic administration. As the inaugural Associate Vice-President (Research), she displayed extraordinary skill in her ability to communicate with scholars from all fields across the University, effectively transform research services, and develop new directions such as industrial liaison and technology transfer. She is a highly sought-after research supervisor, and valued mentor and role model to many.

Senate Committee on Awards

Adrian Shubert, Department of History, Faculty of Liberal Arts and Professional Studies

Professor Adrian Shubert has a stellar reputation as a scholar of Spanish history. A Fellow of the Royal Society of Canada, his recent receipt of the 2015 Killam Research Fellowship is evidence of his stature. His teaching inspires both students and colleagues. He has made not only significant contributions to undergraduate and graduate curriculum development, but also his co-authorship with Arthur Haberman (a 2000 University Professor) of *The West and the World: Contacts, Conflicts, Connections*, a textbook that is credited with revolutionizing the approach to teaching history in Ontario secondary schools. As York's first Associate Vice-President International, he had a major impact on students through the internationalization of the curriculum; important innovations were the development of degrees with international components (iBA and iBSC, etc.) and the York International Internship Program.

David Leyton-Brown, Chair

ACADEMIC STANDARDS, CURRICULUM & PEDAGOGY COMMITTEE

Report to Senate
at its meeting of 28 May 2015

FOR ACTION

8 a. **Establishment of Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students**

The Academic Standards, Curriculum & Pedagogy Committee recommends that Senate approve the **Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students**, attached as Appendix A.

Rationale

Advance credit programs provide an opportunity for promising secondary school students to participate in and receive credit for academic courses that are subsequently counted towards a degree program at York. They hold benefits for both the University and the secondary school students who participate in them. For the University, they:

- are a valuable recruitment tool to attract high achieving students to York
- expose potential students to the quality of our academic programs through direct participation in an academic course(s)
- give academic programs an opportunity to provide potential students a positive and stimulating university experience to encourage enrolments in their degree programs
- raise the positive profile of the University in secondary schools in York's catchment area
- support the 2010-2015 UAP goals of enhancing engagement and outreach with local partners and creating communities beyond the University

For secondary school students advance credit programs:

- provide a valuable opportunity to earn academic credits that will be counted towards a degree program at York or, possibly, as transfer credits by other post-secondary institutions
- provide a helpful learning experience through early exposure to university studies
- help inform their decision-making on choice of degree program to study and post-secondary institution to attend

As York strives to increase undergraduate enrolments across the Faculties it is an opportune time to establish advance credit programs.

The maximum number of credits students may enrol in through an advance credit program has been set at six, the equivalent of one-full course. This provides students with a robust experience without overwhelming them or their ongoing high school work. The proposed standards and regulations governing advance credit programs ensure the course(s) will be aligned with existing Senate legislation, which is important for those students who subsequently enrol in a degree program at York.

Faculties wishing to establish individual advance credit programs will apply the Guidelines to design the program structure and requirements. Proposals for individual programs will come forward to ASCP and Senate for approval.

As neither provincial funding will be provided to the University for these programs, nor will the students be eligible for OSAP, tuition fees for the course(s) will be provided by either the partner high school or the student as arranged by the school. As advance credit programs are established, ASCP will monitor this aspect to safeguard student access to the opportunity.

8 b. Establishment of the Advanced Credit Program in Music • Department of Music • School of the Arts, Media, Performance & Design

Contingent on Senate's approval of the *Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students* (Item 8 a above):

The Academic Standards, Curriculum and Pedagogy Committee recommends that Senate approve the **Advance Credit Program in Music** housed in the Department of Music, School of the Arts, Media, Performance & Design, as set out in Appendix B.

Rationale

As provided for under the *Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students* (pending Senate approval), the School of Arts, Media, Performance & Design is proposing the establishment of an **Advance Credit Program in Music** to commence in September 2015. With Senate's approval it will be launched in collaboration with St. Elizabeth Secondary School in the York Region Catholic School Board, which houses a Regional Arts Program. In the augural year the program will provide St. Elizabeth students the opportunity to enrol in one of the following 3-credit Music courses as visiting students:

- MUSI 1024 (3.0) – York University Concert Choir
- MUSI 1025 (3.0) – York University Wind Symphony
- MUSI 1026 (3.0) – York University Orchestra

Upon successful completion of the course it will be credited towards an undergraduate degree program should the students subsequently enrol at York University.

The proposed program is part of the strategy in AMPD to address the School's declining enrolment in the highly competitive market for post-secondary arts education. The statement from the Associate Dean, Students, Recruitment and Alumni, Anna Hudson, (included in the Appendix) speaks to the intent and value of the program.

Upon Senate's approval, an articulation agreement between York University and the York Region Catholic School Board will be signed by the Vice-President Academic and Provost on behalf of the University. Full tuition fees for the three-credit courses will be paid by St. Elizabeth Secondary School on behalf of the students.

The decanal confirmation of resources from the School of Arts, Media, Design and Performance is amongst the supporting documentation attached. Also attached are letters of support for the initiative from the Faculty of Health and the Faculty of Liberal Arts & Professional Studies.

FOR INFORMATION

1. Changing the Senate Common Grading Scheme for Undergraduate Faculties: a Facilitated Discussion

Last autumn ASCP signaled to Senate that the Committee was exploring the advantages of converting York's 9-point undergraduate grading scheme to a 4-point scale increasingly in use

within North American universities. Over the course of the past year the Committee reviewed the practices and GPA models at other post-secondary institutions in Ontario and Canada, and the difference in grade scales between York and Ontario colleges (from which most of York's transfer students come). Out of that review a proposal to adopt a new undergraduate grading scheme has been prepared. Specifically, it recommends:

- adopting the more commonly used expanded letter grade scale in use at most Canadian universities for undergraduate programs;
- aligning graduate and undergraduate scales (up to the letter grade of "C-" for graduate programs); and
- moving to a weighted GPA based on a 4.0 maximum

Attached in Appendix C is the draft proposal. It is being brought forward to Senate for a preliminary discussion. The University Registrar has led this initiative, and will present it to Senate on behalf of ASCP to gather reflections and feedback on moving in this direction. Senators are asked to read the proposal in advance of the meeting and come prepared to share views and raise any questions about the initiative. The feedback from Senators will help inform the Committee's ongoing consideration of this change to the grading scheme.

2. Minor Modifications to Curriculum

The following Minor Modifications were approved:

Glendon

- Changes to the requirements for the Certificate in Law and Social Thought
- Changes to the admission requirements for the Certificate in Technical and Professional Communication

Graduate Studies

- Change in nomenclature from "Advisor" to "Supervisor" in the PhD program in Environmental Studies
- Minor change to requirements for the MA and PhD programs in Humanities

Leslie Sanders, Chair

Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students

1. Policy Statement

Advance credit programs allow highly promising secondary school students an opportunity to participate in and receive credit for academic courses that are subsequently counted towards degree studies. York University is committed to providing opportunities for promising secondary school students to enrol in undergraduate courses at York for academic credit. It shall be the policy of the University to offer Advance Credit Programs in collaboration with Ontario secondary schools / School Boards whereby eligible students can earn a maximum of six-credits as non-degree students that can be counted towards a York degree thereafter.

2. Approval Authority

Individual Advance Credit Programs are established upon approval by Senate on recommendation from its Senate Committee on *Academic Standards, Curriculum and Pedagogy* (ASCP), which oversees the application and evolution of this policy and guidelines.

Amendments to existing Programs to change or add an additional secondary school shall be confirmed by the Committee on *Academic Standards, Curriculum and Pedagogy* and reported to Senate for information.

Advance Credit Program agreements between York University and the partner secondary school / School Board shall be signed by the Vice-President Academic and Provost on behalf of the University.

3. Guidelines

3.1 *Academic Standards and Regulations Governing Advance Credit Programs*

Advance Credit Programs shall be governed by the following standards and regulations:

- i. Students shall demonstrate high promise in their high school studies and normally be in their final year of secondary school to be eligible for an advance credit program. The specific academic program at York together with the Secondary school shall select the eligible students to participate in an advance credit program.
- ii. A maximum of six-credits may be taken by students through an advance credit program as a non-degree student.
- iii. Credits earned through an advance credit program may be counted towards degree studies should a student subsequently enrol in an undergraduate degree program at York University.
- iv. The Senate policy on *Repeating Passed or Failed Courses for Academic Credit* applies to courses taken through an Advance Credit Program should a student subsequently enrol in a degree program at York.
- v. Academic petitions pertaining to courses taken through an advance credit program shall be considered by the Faculty offering the course(s). Established deadlines for petitions shall apply.
- vi. Normally the Pass / Fail grading option will not be available to students in an advance credit program.
- vii. Requests for grade reappraisals in courses taken through an advance credit program shall be governed by the Senate Principles Regarding Grade Reappraisals.

Proposal to Establish an Advance Credit Program in Music

The Advance Credit Program in Music, housed in the Department of Music, School of the Arts, Media, Performance & Design shall be structured as follows:

- i. Highly promising grade 12 Music students in a secondary school selected by the school will audition for the Music Department in AMPD. Based on the audition, the Music Department will invite two – three eligible students to participate annually in the Advance Credit Program in Music at York University.
- ii. Students selected to participate in the Advance Credit Program in Music will choose a three (3) to six (6) credit course from among a list specified annually by the Department.
- iii. The credits earned through the Advance Credit Program in Music may be counted towards degree studies should the students subsequently enrol in an undergraduate degree program at York University.
- iv. The Senate Policy on *Repeating Passed or Failed Courses for Academic Credit* applies to the Music courses taken through the Advance Credit Program in Music should the students subsequently enrol in a degree program at York.
- v. Academic petitions pertaining to the Music courses taken through the Advance Credit Program in Music shall be considered by the School of Arts, Media, Design and Performance. Established deadlines for petitions shall apply.
- vi. The Music courses shall be taken on a graded basis (i.e., not Pass/Fail).
- vii. Requests for grade reappraisals in the Music courses taken through the Advance Credit Program in Music shall be governed by the Senate Principles Regarding Grade Reappraisals.



MEMO

To: Cheryl Underhill, Assistant Secretary to the University
From: Anna Hudson, Associate Dean
Date: April 6, 2015
Subject: Undergraduate Advance Placement for Ontario High School Students

**SCHOOL OF THE ARTS,
MEDIA, PERFORMANCE
& DESIGN**

Joan & Martin Goldfarb
Centre for Fine Arts
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<http://ampd.yorku.ca/>

Over the last ten months the School of the Arts, Media, Performance & Design has been working closely with the Regional Arts Program at St. Elizabeth Catholic High School in York region to develop an Advance Standing Placement opportunity for qualified grade 12 students in Music. The proposal emerged from a longstanding relationship sustained by music teachers at St. Elizabeth's and the Department of Music at York University. If approved, a handful of highly skilled Music students will have the opportunity to audition for a place this coming May (2015) in one of three first year courses: MUSI 1024 (3.0) – York University Concert Choir; MUSI 1025 (3.0) – York University Wind Symphony; and MUSI 1026 (3.0) York University Orchestra. Successful students will be eligible to enroll as special status students and will pay the course tuition.

This Advance Standing opportunity spotlights AMPD as a progressive recruiter for the best 101 high school Music applicants from a major RAP feeder school. It sets a precedent for Advanced Standing in other AMPD programs including the Visual Arts, Dance, Theatre, and Design taught at St. Elizabeth's, in other Regional Arts Programs, and in Specialized High School Majors schools in the GTA, York Region and beyond. The Advanced Standing proposal addresses AMPD's declining enrolment in an increasingly competitive market for post-secondary arts education. High school students who take Advanced Standing courses for credit at York are highly likely to become York university undergraduate students. Moreover, the model established for Music students at St. Elizabeth's addresses this recruitment issue carefully by emphasizing the value of having a controlled and well-supported university experience while still in high school. By the time these students enter their first year, their retention potential is significantly increased.

Finally, over the course of several meetings with department chairs across AMPD and teachers at St Elizabeth's loyalty for AMPD is clearly emerging from greater dialogue and mutual understanding.

I will be presenting the Advance Standing opportunity to my Associate Dean colleagues across the university in the hopes of developing this model as a key recruitment and retention pathway for future success.

Anna Hudson, PhD
Associate Dean, Students, Recruitment, Alumni



Memorandum

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To: Leslie Sanders, Chair, Senate ASCP Committee

From: Shawn Brixey, Dean, AMPD

Date: May 21, 2015

Subject: Proposal to Establish an **Advance Credit Program in Music**:
School of the Arts, Media, Performance & Design, York
University and St. Elizabeth Secondary School, York Region
Catholic School Board

This Memo confirms that the following resources are confirmed to support an **Advance Credit Program in Music**, commencing with St. Elizabeth Secondary School:

- All necessary academic and administrative financial resources required to offer and deliver the Program are available and committed by the Department of Music and/or AMPD, such as faculty salaries and facilities and administrative overhead. All costs that are typically the responsibility of the student remain the responsibility of the student, with the exception of tuition which will be paid by St. Elizabeth Secondary School. Students are responsible for their own instrument rental/purchase, books, supplies, etc.
- All students in this program will be accommodated within the existing course enrollment maximums.
- All necessary and appropriate student support, including advising through the Office of Advising and Integrated Student Services (OAIS), is confirmed. Participants in the proposed Program will have access to advising, resources, workshops and information regarding support.

c.c. C. Underhill, ASCP Secretary



April 20, 2015

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Dr. Anna Hudson
Associate Dean, Students, Recruitment, Alumni
School of Arts, Media, Performance, and Design (AMPD)

In my capacity as Associate Dean of Teaching and Learning in the Faculty of Health, I am writing this letter in support of the model proposed by AMPD describing an advanced standing placement opportunity for outstanding Grade 12 highschool students. This model has the potential to contribute to recruitment of highly qualified goal directed students to our programs and increase first year retention.

After discussion with the Chairs and Undergraduate Program Directors of two of our Schools in the Faculty of Health (Health Policy and Management, Kinesiology and Health Science) there is a definite interest in developing a similar advanced standing placement agreement with highschools in our catchment area that have theme related sport programs, exercise science options, Specialist High Skills Majors in Health, and Health and Wellness programs.

As Lizzio (2006) writes “Students with a clear sense of purpose are not only more likely to find their study rewarding, but also to be more committed and persistent when the work gets challenging”. Therefore, it makes sense to create an opportunity that increases the flow of academically outstanding highly motivated students into our schools/departments, as it has the potential to contribute to improving our retention numbers.

Kindest regards,



Susan Murtha Ph.D.



22 April 2015

Dr. Anna Hudson
Associate Dean, Students, Recruitment, Alumni
School of Arts, Media, Performance and Design(AMPD)
York University

Dear Dr. Hudson,

In my capacity as Vice-Dean of the Faculty of Liberal Arts & Professional Studies (LA&PS) I am writing this letter in support of the Faculty of Arts, Media, Performance & Design's proposed model for providing advanced standing placement to outstanding Grade 12 students.

Though the model applies more intuitively to programs offered in AMPD than it does to most of those offered by LA&PS, which depend to one degree or another upon a student's completion of her or his Grade 12 courses, we will investigate some possibilities that do exist in this Faculty. It is possible, for instance, that those of our programs with one-term introductory courses offered in the Winter term could open those courses to outstanding students in a semester-based school who have completed their Grade 12 work in that subject area. It is possible that those of our programs that do not have direct high school precursors, and offer one-semester introductory courses in the Winter term, could open those courses. It needs to be said that we have not had the necessary discussions with potentially contributing units and programs, but LA&PS would like to leave the door open to exploration.

That LA&PS is only on the point of dipping a toe in the water should in no way detract from its support of AMPD's initiative. If advanced standing placement allows that Faculty to attract an even great proportion of high-achieving students in the performing arts, the entire university is the beneficiary.

Best regards



Dr Kim Ian Michasiw
Vice-Dean, LA&PS



YORK UNIVERSITY

Proposal to Adopt New Grading Scheme

Office of the University Registrar

4/22/2015

I. Introduction

Although Canadian universities may have initially established undergraduate grading schemes unique to their institutions, one scale has recently emerged as more commonly used across the country. York University is one of only five institutions (along with Manitoba, McGill, Memorial, RMCC) remaining in Canada with a unique grading scale. As a result, students from York applying to law school, medical schools or graduate programs in other universities require a unique conversion to be applied to their grades.

This conversion process may result in inequities for our students applying to other institutions and, also, may generate inconsistent results regarding the students we assess for transfer or to be admitted to graduate level studies.

The purpose of this proposal is to seek agreement towards initiating a process of consultation, approval through governance channels and planning to modify York University's grading scheme.

The proposal specifics are as follows:

- To adopt the more commonly used expanded letter grade scale in use at most Canadian universities for undergraduate programs; the full scale is described in section IV of this document
- To align all graduate scales to the undergraduate scale up to the letter grade of "C-" for all graduate programs; full scale is described in section IV
- To assign a numerical conversion to the grades to calculate a weighted GPA based on a 4.0 maximum
- To retain the scale in use for Osgoode JD but convert the numerical scale also to a 4.0 maximum

II. Type of Modification

Major policy modification.

III. Effective Date

T.B.D.

IV. Description of Proposed Changes, Rationale, Alignment with Academic Plans

Proposed Grading Scheme

York University currently has six grading schemes in use. The detailed schemes are available in Appendix A. The current undergraduate scale features no minus letter grades, includes the use of the letter grade "E" described as "marginally failing" and is converted to a weighted numerical grade point average to a maximum of 9.0. This scale is not in use at any other Canadian university.

The proposal is to adopt an expanded letter scale, including minus letter grades, and to cap the numerical scale at 4.0. The numerical conversion is based on the conversion used by OMSAS (Ontario Medical School Application Services) seen in Appendix C. This conversion is also used by OLSAS (Ontario Law School Application Service) as well as a number of Canadian universities for conversion of transcripts:

Letter Grade	Percent Range	GPA Value
A+	90-100	4
A	85-89	3.9
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1
D-	50-52	0.7
F	0-49	0

The proposal for Osgoode is to maintain the existing scale, without the minus grades and to convert also according to the OMSAS/OLSAS conversion scale as follows:

Grade	GPA	Descriptor
A+	4	Excellent
A	3.8	
B+	3.3	Good
B	3	
C+	2.3	Acceptable
C	2	
D+	1.3	Marginal
D	1	
F	0	Fail
AL	0	Allowed

The proposal for graduate studies is to align all programs, including Schulich, Environmental Studies, and law graduate programs, to a scale similar to undergraduate but with the lowest grade of C- before applying an F grade

Letter Grade	Percent Range	GPA Value
A+	90-100	4
A	85-89	3.9
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2
C-	60-62	1
F	0-59	0

Rationale

Positioning York's Undergraduate Students for Success

An analysis of the destinations for transcript orders reveals that the vast majority of students are sending transcripts to other Ontario universities (30.4%), followed by Ontario colleges (19.45%). Applications to Faculties of Education, medical schools, and law schools closely follow for a combined 19.4%. Another 13.4% go to international schools (5% to the US) and the balance of transcripts go to other Canadian post-secondary, divinity schools and professional accreditation bodies.

Within Ontario, Ryerson University and the University of Toronto are the largest recipients. Both schools use the proposed expanded letter grade scale numerically converted to a 4.3 or 4.0 overall GPA respectively. All Ontario colleges also use the proposed scale with a 4.3 or 4.0 GPA. The law and medical schools use the conversion chart to a 4.0 scale in Appendix C and international schools have a variety of scales (see Appendix D).

Appendix B includes a table of undergraduate schemes in use across Canada in 25 universities representing 70% of all university enrolments in Canada. The majority of Canadian institutions use the same letter grade scale; no other universities use a scale similar to York's. Therefore, all York students' transcripts are subject to a conversion.

The chart below compares the conversion done by OMSAS and OLSAS for universities using the proposed letter grade scheme to York's current grading scale:

OMSAS/OLSAS GPA	Most Common Conversion		York Conversion	
4	A+	90-100	A+	90-100
3.9	A	85-89		
3.8			A	80-89
3.7	A-	80-84		
3.3	B+	77-79	B+	75-79
3	B	73-76	B	70-74
2.7	B-	70-72		
2.3	C+	67-69	C+	65-69
2	C	63-66	C	60-64
1.7	C-	60-62		
1.3	D+	57-59	D+	55-59
1	D	53-56	D	50-54
0.7	D-	50-52		
0	F	0-49	E/F	<50

The comparison shows that York undergraduate students who achieve an "A" letter grade in a course are assigned a slightly lower GPA than students who achieve an "A" grade at one of the institutions using the more common scheme. In numerical terms, York's students performing at the 85 – 89 range are not being assessed relative to students performing at the same level from other institutions while students at the lower end of the range are gaining an advantage. Overall, the impact to the ultimate performance of the pool of students being admitted to these programs is not known, and this may contribute to an inconsistent perception of the quality of applicants from York.

The proposal is to not only adopt the same letter grade scheme but to also use the numerical values already assigned by OMSAS and OLSAS. This will position the transcripts of applicants from York to law, medical or graduate programs to be more easily and directly assessed for admission.

More Options for Faculty to Provide Feedback

York’s current letter grade and associated percentage ranges are quite broad. For example, a student performing at an 80% average is assigned the same letter grade as one performing at an 88%. In many programs the effort required to attain an 8% higher outcome is significant and merits consideration within the letter grade and GPA calculation. In consultation meetings, York Faculty Associate Deans shared that many undergraduate course directors have expressed a desire to have minus letter grades available.

Except for the A- to A+ range, the proposed scale moves students from a minus grade to a plus grade within 10 percentage points. This affords greater flexibility to provide feedback regarding a student’s progression and offers a mid-point milestone for students. For example, a C- begins at 60 percent, moves to a C at 63 and then a C+ at 67. The current scale moves from C at 60 to C+ at 65. Within the “A” grades range, the proposed scale provides more granularity between 85 – 89 with the use of an A- before achieving the A, while continuing to recognize the exceptional performance of the A+ student.

Streamlining Mobility

Initiatives to ensure students may seamlessly transfer studies across institutions, provincially and nationally, may ultimately require universities to acknowledge and incorporate credits earned at other institutions. Utilizing the more commonly used scale will facilitate mobility and recognition of those grades.

Enabling Efficiencies

Currently all incoming transcripts require significant effort in converting grades from other institutions into a York GPA. York is making similarly arbitrary decisions when handling “minus grades” earned by students at other institutions. The use of a scale more widely used across post-secondary institutions will simplify the process of converting grades for admissions decisions.

Alignment with Academic Plans

One of the imperatives stated in the University Academic Plan is ensuring academic quality. Grading is one component of measuring quality. Quality is reflected in our incoming students, in their academic performance and how well they are prepared for their chosen careers or for further higher education studies. The conversion scale used by OMSAS and OLSAS demonstrates how at least two important users of York’s transcripts have made the decision to assign a slightly lower GPA value to York’s undergraduate students with “A” grades. A grading scheme that is widely understood removes ambiguity and perceived differences in the quality of York’s students relative to other universities.

V. Changes to Requirements

Degree and Progression Requirements

Introducing the minus letter grades in the proposed scale will impact the overall cumulative grade point average for some students. Those who consistently perform at the averages which, in the new scale, accommodate minus letter grades will be impacted specifically within the following percentage ranges:

Percent Values	Current Letter Grade	Letter Grade New Scale
-----------------------	-----------------------------	-------------------------------

80 - 84	A	A-
75 - 76	B+	B
70 - 73	B	B-
65 - 66	C+	C
60 - 62	C	C-
55 - 56	D+	D
50 - 52	D	D-
40 - 49	E	F

Students normally performing at these levels may begin to experience different letter grades than prior to the change. Therefore, implementation of this scale will require an adjustment to regulations which specify a letter grade either as a requirement for progression to subsequent courses or to continue in their programs.

For example, psychology students must have a minimum grade of C in PSYC 1010 in order to enroll in upper year courses. Currently, the percentages associated with a C are from 60 – 64. Using the proposed scale, the requirement will need to be changed to a minimum average of “C-” (60 – 62 in new scale) in order to remain neutral with current regulations.

Similarly, honours progression requirements will require revision. Currently honours progression requires students to progress from a “C” average to a “C+” average to remain in an honours curriculum. With the proposed scale, the progression requirements may be adjusted to require progressing from a “C-” to a “C+”. The lower and upper values of that progression may remain the same with the potential benefit of adding a mid-range milestone of achieving the “C” grade by end of third year.

Following is an illustration of how the progression requirement may be adjusted:

Year Level	Credit Range	Current			Proposed		
		CGPA	% Range	Letter Grade	New GPA Scale	% Range	Letter Grade
Year 1	0 to 23	4	60 – 64	C	1.7	60 - 62	C -
Year 2	24 to 53	4.25	60 – 64	C	1.7	60 - 62	C -
Year 3	54 to 83	4.8	60 – 64	C	2	63 - 66	C
Year 4	84	5.00	65 – 69	C+	2.3	67 - 69	C+

All faculty, program and university regulations which include grades or a GPA value will require review and adjustment to ensure that the requirements remain within the new grading scheme and the impact to students minimized.

Admissions Requirements

One of the benefits of adopting the common scale is that York may more quickly and easily assess transcripts of applicants without applying complex and arbitrary conversion decisions. However, in recognition of the widely used scales, York’s admission requirements for transfer students from colleges or universities are already expressed in terms of the 4.0 scale. For example, York publishes that university transfer applicants must have a minimum overall

average of 2.0 on a 4-point scale (C/60% or equivalent) and for honours-level programs a minimum overall average of 2.3 on a 4-point scale (C+/65% or equivalent).

Graduate program admission requirements are stated in terms of a letter grade of either “B” or “B+” depending on the program. Because graduate program assessments typically involve only a subset of students’ grades (for example, the final two years of undergraduate study), the advantage is less applicable to this process. However, a review of this practice is recommended.

Awards and Other Academic Honours

Modification to the scale will also require review and modification of requirements to receive recognition of academic achievement.

For example, the Faculty of Liberal Arts and Professional Studies awards the following designations upon graduation:

- *Summa cum laude*: 8.00 or above cumulative grade point average.
- *Magna cum laude*: 7.80 to 7.99 cumulative grade point average.
- *Cum laude*: 7.50 to 7.79 cumulative grade point average.
- Dean’s Honour Roll: 7.00 cumulative grade point average.

The GPA’s will require review by each faculty to adjust the thresholds for according to the new GPA scale. Most faculties have similar convocation honours which will require review and modification. It is recommended that as part of this review, York consider a single standard for honours recognition rather than faculty specific honours.

Monetary Scholarships and Awards

Thresholds for maintaining academic financial scholarships, such as the continuing scholarship, will also require review and adjustment. Entrance scholarship thresholds are based on admissions averages and are not impacted by a change in York’s grading scale. However in-course and continuing scholarships will require modification. The vast majority of monetary scholarships which require a minimum GPA average are currently set to occur at a minimum 8.0 (A average or 80%) or a 6.0 (B average or 70%). In the proposed scale, these translate to a minimum 3.7 (A-average or 80%) and 2.7 (B- average or 70%), respectively. Therefore the thresholds for monetary scholarships can remain neutral to minimize impact and content edits only will be required for publication.

Osgoode JD Undergraduate Scale

Osgoode Law School has invested considerable effort over the past two years into research regarding the grading profile of their classes. Their priority has been examining evaluation results and ensuring an appropriate mix within classes. In consequence, there appears to be no desire at this time to change the letter grade system. Consultations also indicate that students would not likely support the introduction of minus letter grades.

Unlike other undergraduate degrees, the JD, as a second entry qualification, is primarily terminal in the short term. Common university data released by the COU shows that over 95% of law graduates are employed within six months. This rate is approximately 8 – 10% higher than the total average six month employment rate for undergraduates (cudo.cou.on.ca, 2015). The traditional pathway for law graduands is to advance into the legal profession rather than move on to pursue graduate degrees.

A review of JD/LLB grading scales reveals that almost all universities feature a grading scale for law schools which is distinct from other undergraduate scales. These long established schemes are well understood by law firms hiring students for placement into legal practice. Employers examine letter grades for hiring rather than overall GPA. For these reasons, combined with the need to uphold Osgoode’s grading profile standards, the proposal is to maintain

the unique letter grade scale for the Osgoode JD. However, while the letter grades will remain the same, the numerical value of the letter grades will be converted to a maximum of 4.0.

Graduate Grading Scales

Currently there are three graduate grading scales in use (see Appendix A): one for Schulich graduate programs, one for Environmental Studies graduate and then one for all other graduate programs governed through the Faculty of Graduate Studies. The Schulich graduate GPA scale is the most aligned with the proposed undergraduate scale, with the exception that the “F” begins with anything lower than a C- grade. The Faculty of Graduate Studies is in favour of adopting the newly proposed scale, including the C- as used by Schulich graduate. For most graduate programs, this will not pose a significant implementation challenge as the scope of change is not large.

The Faculty of Environmental Studies does not use a traditional grading scale; they currently provide a written assessment only and the work is indicated as either satisfactory or not. Feedback from the Associate Dean is that the faculty will likely request that their graduate grading scale not change for the following reasons.

Unlike most graduate programs, the MES is highly interdisciplinary and, at its core, is the student “plan of study”. Students are encouraged to explore other disciplines as part of their program and are self-directed. The written assessments enable students to pursue subjects about which they may not have a full background, without concern about having to meet a specific minimum grade in those subjects. They demonstrate learning in line with their overall plan of study.

This has been a long standing part of the design of the Master of Environmental Studies but this methodology has created challenges for students applying for government research grants. The tri-council funding agencies make an A- minimum part of the eligibility requirement. Students in the MES program must provide additional information and supporting documents to describe their performance and the faculty has established processes to deal with this requirement. The faculty uses a committee to review students’ work and provide an assessment in keeping with tri-council requirements. MES students are very successful in receiving tri-council funding. The faculty has discussed the grading practice many times in its history and each time the feeling was that the assessment methodology supports their program design.

It is strongly recommended that the Faculty of Environmental Studies revisit their assessment model towards adopting the common graduate grading scale. This will serve to more firmly position our MES students in the national and international community of graduate scholars. Further consultation and discussion is required with the faculty. Feedback from MES is included in Appendix E.

Changes to Transcripts

It may be timely for York University to review information published on transcripts and whether to publish the overall cumulative grade point average result per term and/or upon conferral of the degree. It is currently not York’s practice to publish this value on transcripts either for undergraduate or graduate students.

A study of transcript standards undertaken by ARUCC (Association of the Registrars of Universities and Colleges in Canada) in 2014 determined that 50-59% of institutions publish a cumulative grade point average by term on undergraduate transcripts. A review of graduate transcripts for applicants to York with Master’s Degrees reveals that only Ryerson University and University of Calgary publish a cumulative grade point average for master’s degree programs either per term or in total. AACRAO (American Association of Collegiate Registrars and Admissions Officers) designates the cumulative GPA for the term as an “essential”, or required, component to publish on transcripts. Work is currently underway in the Office of the University Registrar to develop a set of recommended changes to the information published on transcripts including how GPA is represented.

Transition and Grand-parenting

A transitional plan will need to be developed to address students still in progress and the impact to their current GPA calculation and progression to ensure their requirements are appropriately grand-parented. To minimize complexity, it is recommended that historical records not be changed. Other schools who have undergone conversions publish “pre-change” and “post-change” scales on transcripts and websites. A number of universities who have undergone recent conversions, including University of Alberta (Fall 2003) and Queen’s (Fall 2012), may be consulted as a source of input to York’s transition plan.

VI. Overview of Consultations Undertaken

In order to assess the potential impact to grading of assignments as well as the overall preferences and viewpoints of faculty members, representatives from most faculties were interviewed. They included:

- Gary Spraakman, Associate Dean, LA&PS
- Susan Murtha, Associate Dean, Health
- Peter Cribb, Associate Dean, Science
- Richard Hornsey, Associate Dean, Engineering
- Markus Biehl, Schulich
- Mya Rimon, Assistant Dean, Osgoode
- Leesa Fawcett, Associate Dean, Environmental Studies

Discussions with Schulich also included their program directors.

The consultation included a review of the various grading schemes and a request for input on the following:

- The method mostly used in their faculty for grading assignments i.e. percentage, letter grade or some combination
- What they consider to be lacking in the current grading scheme
- The pros and cons, in their opinion, of the various schemes presented
- The issues and challenges of moving to a new scale

Details of consultations are included in Appendix E; however a high level summary follows.

- At classroom level, marking is done either using letter grades or percentages which are then converted to a letter grade. The consensus was that faculty will use whatever scale is provided and should be able to adapt.
- With respect to the current undergraduate scale, most interviewed had received prior feedback that faculty would prefer to have minus grades available.
- Many course directors have had exposure to or taught at other institutions and do not easily relate to our scheme or to the conversion to a “9.0”.
- Some however did feel that broader ranges are easier in that they require less discussion about the difference between a B+ and an A-. All interviewed felt this might be mitigated if we develop clear descriptors for all our grades and schemes.
- Everyone felt that faculty would be supportive of the move if they felt it benefitted students.
- At the graduate level, the MES program request that their graduate grading scale not change

Two areas which expressed significant concerns were Osgoode with respect to their JD program, and the Faculty of Environmental Studies related to their graduate program (MES). The recommendations being made in this proposal reflect Osgoode concerns regarding their undergraduate scale. MES’ specific issues are included in section V.

If the proposal is approved to move forward, a deeper process of consultation will be required including soliciting feedback from more faculty members, student representatives, and other institutions who have undergone grading scheme changes.

VII. Summary of Resource Implications

Changing the grading scheme and associated GPA calculations is a multi-year project and will require a significant amount of resources to modify procedures, requirements and systems and to mitigate risk to students. It is therefore important that the benefits be well understood and that the change be widely communicated.

An implementation plan for this proposal would include, at a minimum, the following:

- Full consultation with all faculties
- Review and adjustment of all academic requirements and regulations, through appropriate governance channels, to reflect the new scale
- Systems enhancement and implementation plan
- Communications plan for students, faculty and all bodies using our transcripts
- Transition plan including grand-parenting plan for students in progress
- Training and communication plan for faculty

To ensure a successful implementation, it is recommended that a steering committee be established and that project management resources be assigned to monitor and assess all aspects of consultation, approval and implementation.

VIII. Calendar Content

All faculty and program regulations will require review and adjustment through existing faculty governance bodies to adapt requirements to the new scale. Once the scale is approved it is recommended that there be a higher level “omnibus” statement from Senate guiding faculties to reset their requirements to ensure that, as much as possible, benchmarks and thresholds remain consistent with current regulations to minimize impact to students. A full transition plan and grandparenting principles will also be required. The following represents only a sample of undergraduate calendar content and the recommended change:

<p>Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the grading information available in your Faculty’s section of the Undergraduate Calendar.</p> <p>Note: only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">Grade Point</th> <th style="text-align: left;">Per Cent Range</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>9</td> <td>90-100</td> <td>Exceptional</td> </tr> </tbody> </table>	Grade	Grade Point	Per Cent Range	Description	A+	9	90-100	Exceptional	<p>Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the grading information available in your Faculty’s section of the Undergraduate Calendar.</p> <p>Note: The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.</p> <p>Grade Percent Range Grade Point Description</p>
Grade	Grade Point	Per Cent Range	Description						
A+	9	90-100	Exceptional						

A	8	80-89	Excellent	A+	90-100	4	Exceptional
B+	7	75-79	Very Good	A	85-89	3.9	Outstanding
B	6	70-74	Good	A-	80-84	3.7	Excellent
C+	5	65-69	Competent	B+	77-79	3.3	Very Good
C	4	60-64	Fairly Competent	B	73-76	3	Good
D+	3	55-59	Passing	B-	70-72	2.7	Reasonably Good
D	2	50-54	Marginally Passing	C+	67-69	2.3	Competent
E	1	(marginally below 50%)	Marginally Failing	C	63-66	2	Fairly Competent
F	0	(below 50%)	Failing	C-	60-62	1.7	Minimally Acceptable
				D+	57-59	1.3	Passing
				D	53-56	1	Marginally Passing
				D-	50-52	0.7	Unsatisfactory Pass
				F	0-49	0	Failing

Appendices

Appendix A: York University Grading Schemes

Figure 1: Undergraduate

Grade	GPA	Percent	Descriptor
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

In addition to the full scale above, grades of “Pass” or “Fail” are also available at the undergraduate level under specific circumstances defined by the Pass/Fail Grades Policy.

Figure 2: Osgoode JD

Grade	GPA	Descriptor
A+	9	Excellent
A	8	
B+	7	Good
B	6	
C+	5	Acceptable
C	4	
D+	3	Marginal
D	2	
F	0	Fail
AL	0	Allowed

Figure 3: Schulich Graduate

Grade	GPA	Descriptor
A+	9	none provided on transcript
A	8	
A-	7	
B+	6	
B	5	
B-	4	
C+	3	
C	2	
C-	1	
F	0	
AS		Credit for Previous Work
I		Incomplete
P		Pass
NCR		No Credit Retained

Figure 4: Law Graduate Studies

Grade	Descriptor
A+	Exceptional
A	Excellent
A-	High
B+	Highly Satisfactory
B	Satisfactory
C	Conditional
AU	Audit
P	Pass
F	Failure
I	Incomplete
W	Withdrew from course

Figure 5: Environmental Studies Graduate Studies

Grade	Descriptor
P	Passed Satisfactorily
U	Work Unsatisfactory
W	Registration withdrawn
I	Incomplete
S	First term, two term course
AU	Audit
NR	No report from instructor
X	Exempt from course work

Figure 6: Graduate Studies

Grade	Percent	Descriptor
A+	90-100	Exceptional
A	85-89	Excellent
A-	80-84	High
B+	75-79	Highly Satisfactory
B	70-74	Satisfactory
C	60-69	Conditional
F	0-59	Failure
I	N/A	Incomplete

Appendix B: Schemes in Use Other Universities

Schemes used at Canadian universities which represent over 70% of enrolments in Canada.

	Undergraduate Scale Type	GPA Calculation*
University of Toronto	12 point letter	4.00
York University	10 point letter	9.00
The University of British Columbia	12 point letter	4.00
University of Ottawa	10 point letter	10.00
University of Alberta	12 point letter	4.00
University of Waterloo	Percent only	Percent
Université de Montréal	12 point letter	4.30
Université Laval	12 point letter	4.30
Ryerson University	12 point letter	4.30
McMaster University	12 point letter	12.00
McGill University	12 point letter	4.00
Western University	10 point letter	10.00
University of Calgary	12 point letter	4.00
University of Guelph	12 point letter	4.00
Université du Québec à Montréal	12 point letter	4.30
University of Manitoba	12 point letter	4.50
Concordia University	12 point letter	4.30
Carleton University	12 point letter	12.00
Queen's University	12 point letter	4.30
University of Saskatchewan	Percent only	Percent
Wilfrid Laurier University	12 point letter	12.00
Brock University	Percent only	Percent
University of Victoria	10 point letter	9.00
Dalhousie University	12 point letter	4.30
Simon Fraser University	12 point letter	4.30

*GPA Letter Grade to Numerical GPA

Percentage	Grade	Calculation to a 4.0 GPA	Calculation to a 4.3 GPA	Calculation to a 12.0 GPA
90-100	A+	4	4.3	12
85-89	A	4	4	11
80-84	A-	3.7	3.7	10
77-79	B+	3.3	3.3	9
73-76	B	3	3	8
70-72	B-	2.7	2.7	7
67-69	C+	2.3	2.3	6
63-66	C	2	2	5
60-62	C-	1.7	1.7	4
57-59	D+	1.3	1.3	3
53-56	D	1	1	2
50-52	D-	0.7	0.7	1
0-49	F	0	0	0

Appendix C: OMSAS Conversion Table

Undergraduate Grading System
Conversion Table

OMSAS 2015

*Échelles de notation
au premier cycle*

Type Scale Échelle	Numeric/Numérique		Percentage/Pourcentage				Alpha/Alpha			OMSAS Value Valeur OMSAS
	1	2	3	4	5	6	7	8	9	
OMSAS Value Valeur OMSAS										
4.00	9	8	90-100	93-100	94-100	94-100	A+	A	A+	4.00
3.90			85-89	84-92	87-93	85-93	A			3.90
3.80									A	3.80
3.70	8	7	80-84	75-83	80-86	80-84	A-	A-		3.70
3.30	7	6	77-79	72-74	75-79	75-79	B+	B+	B+	3.30
3.00			73-76	69-71	70-74	70-74	B	B	B	3.00
2.70	6	5	70-72	66-68	65-69	65-69	B-	B-		2.70
2.30	5	4	67-69	64-65	60-64	60-64	C+	C+	C+	2.30
2.00			63-66	62-63	55-59	55-59	C	C	C	2.00
1.70	4	3	60-62	60-61	50-54		C-	C-		1.70
1.30		2	57-59	56-59			D+	D+	D+	1.30
1.00			53-56	53-55	50-54		D	D	D	1.00
0.70			50-52	50-52			D-	D-		0.70
0.00	3	1	≤ 49	≤ 49	≤ 49	≤ 49	E/F	E/F	E/F	0.00

Acadia	7	Guelph	3	Mt. Allison	7	Ryerson	7	Trinity Western	7
Alberta	7	Lakehead	3	Mt. St. Vincent	7	Saskatchewan	3	UBC	7
Algoma	3	Laurentian	3	New Brunswick	7	Sherbrooke	7	UNBC	7
Athabasca	7	Laval	7	Nipissing	3	Simon Fraser	7	UOIT	7
Bishop's	3	Lethbridge	7	Ottawa	7	St. Francis Xavier	3	Victoria	7
Brandon	7	Manitoba	9	Prince Edward Island	3	St. Mary's	7	Waterloo	3,7
Brock	3	McGill	8	Quebec	7	St. Thomas	7	Western	3
Calgary	7	McMaster	7	Queen's	7	Ste-Anne	7	Wilfrid Laurier	7
Cape Breton	3	Memorial	6	Regina	3	Thompson Rivers	7	Windsor	3,7
Carleton	7	Moncton	7	RMCC/CMRC	4,7	Toronto	3,7	Winnipeg	7
Concordia	7	Montreal	7	Royal Roads	7	Trent	3	York	9
Dalhousie	3,7								

Appendix D: International Scales

USA 4.0 scale

Basic 4.0 Scale		
Percentage	Letter Grade	GPA
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
0-59	F	0

Australia

- High Distinction 89% +
- Distinction 75 – 84
- Credit 65 – 74
- Pass 50 – 64
- Fail <50

United Kingdom

1. Students placed into “classes” ie First, Upper Second, Lower Second, Third, Ordinary Pass
2. First is at 74% and over; failure is at less than 40%

ECTS Grading Scale (Universita di Bologna)

- A: top 10%
- B: next 25%
- C: next 30%
- D: next 25%
- E: final 10%

Appendix E: Detailed Feedback from Consultations

LA&PS

- If not letter graded, course work is largely graded by percentage and then converted to letter grade
- Faculty will be resistant to change if they perceive a disadvantage to students in moving to new scheme
- Recommends a simulation be performed to understand the impact to students in York scale vs proposed
- A well-articulated rubric assists in explaining grades to students
- A GPA scale which recognizes the efforts of A+ student is preferable

Engineering

- Faculty does use letter grades but mostly percentages for course work converted to letters at end
- All grading scales assume that either quality of evaluations are constant or quality of students; relative scales used in UK/Europe assume quality of students constant; scales such as Canadian 4.0/4.3 assume evaluation quality constant
- Re proposed scale 0.3 fractions look “messy” but likes the availability of minus grades; prefers a scale which recognizes the exceptional A+ student
- Appreciates that will make mobility easier; faculty will likely not be opposed in principle but there will be concern about timing and priority relative to other projects.

Schulich

- Some faculty members do not understand the unique York 9pt relative to the 4.0 used at other post-secondary of which they were faculty
- Would like to have the undergraduate and graduate schemes reconciled
- Practice at Schulich grad is to curve/place students relative to their position in class; therefore some program heads like ability to use the minus grades; others did not
- Would like to see class average GPA on transcript for Schulich grad
- Suggested we not fixate on percentages associated to letter grade; use verbal descriptors
- Prefer the use of a scheme which recognizes the exceptional A+ student in the average

Health

- Much of the coursework is graded in percentages converted to letter grade
- Faculty has expressed a wish to have minus grades added to our scheme, particularly the A-
- Of the schemes proposed, prefers a scheme which recognizes students performing at A+ level in GPA
- Descriptors will be important in order to help students understand difference between a A- or B- and A or B
- May need some further consultation with nursing but otherwise Faculty likely to support the change

Science

- Finer divisions do allow access to intermediate grades such as the A- and B-
- Much of coursework is graded in percentages and converted to a letter grade
- Important that we provide clear descriptors for letter grades
- May be support for changing the scale to a new one
- Does not feel that the current scale disadvantages our students; many faculty think we should focus energies elsewhere vs changing grading scheme at this time
- A scheme which recognizes the A- would be received more favourably

Osgoode – re JD

- Do not support adding the minus grades to the undergraduate scheme at this time
- Most important factor at Osgoode is maintaining a grade profile among the classes
- While Osgoode does calculate and publish a GPA, employers are more interested in course grades than the GPA – GPA is mostly used for clerkships
- The number value assigned to the grade is less important but would have to understand the rationale and benefit for changing the value more clearly

Faculty of Graduate Studies

- Strongly supports the proposed changes to the undergraduate scale as it puts graduate students on level playing field with other universities and increases clarity for admissions process
- In support of aligning the FGS grading scale with the undergraduate scale, however, would like to make anything lower than a “C” an “F” – this is in line with approach currently used at UBC for Graduate Studies
- Would like to see all graduate programs at York, professional and non, using the same scale
- Common scale will simplify processes for obtaining research grants

Faculty of Environmental Studies

- No concerns with the undergraduate grading scale as proposed; many faculty members have expressed the desire to have minus letter grades available for marking
- Very important that our scales include descriptors as well as the grades
- The Faculty has considered using grades vs. written assessments for the MES many times in its history; each time faculty members have felt strongly that the written assessments support the MES program design

- MES program is interdisciplinary and highly experientially based; students form a personal plan of study in consultation with supervisors and are encouraged to explore subjects for which they may not have a background
- Faculty has implemented a committee to review student work and provide an assessment as required by the federal research agencies for NSERC, C IHR or SSHRC funding; MES students have been very successful in getting research funding (third highest at York)

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Academic Policy, Planning & Research Committee

Report to Senate

At its meeting of May 28, 2015

For Information

1. Perspectives on Faculty and University Planning

The Committee held a round of wide-ranging, stimulating and constructive discussions with the Deans, Principal and University Librarian in February and March. Our talks were particularly important this year, coming as they did at a time of transition and challenge for academic planners throughout the University. It is gratifying and reassuring that colleagues are continuing to pursue key planning priorities and are addressing Faculty and University challenges in a forthright way.

One of the reasons why these discussions are so helpful is that they surface planning approaches and practices that can be shared and adapted. Written submissions from planners and the points they made during the course of visits with APPRC fruitfully identify strategies that are being employed in the cause of quality, sustainability and innovation. There is much to learn from engaged planners, and the Committee's overview is an attempt to organize these lessons.

At the same time, it is clear that much more needs to be done to find solutions appropriate to the problems confronting us and commensurate with our ambitions and aspirations. An urgent task is to rebuild enrolments. To miss overall and Faculty-specific targets is to put the accomplishment of other goals in jeopardy. Reputation, recruitment and retention must be everyone's concern, and we encourage Senators to participate in efforts to enhance York's curriculum, teaching and learning, research, and its standing.

With this report, APPRC informally launches the University Academic Plan renewal project. Thanks to suggestions from our informants compiled in the overview, we have a promising array of themes, priorities and concrete initiatives to open the renewal process. The Committee will maximize opportunities for Senate and the collegium to contribute to the development of a plan that we hope will clearly express our distinctiveness, demonstrate our ongoing commitments, and shape the short term future.

APPRC welcomes comments from Senators on the state of planning as set out in the report and on the UAP renewal exercise.

Documentation is attached as Appendix A.

Full written submissions are posted with the agenda for this meeting of Senate.

Academic Policy, Planning & Research Committee

Report to Senate

2. Timelines for Major Initiatives

As announced at the March meeting of Senate, the planning forum originally scheduled for April 23 has been postponed to September. Details will be announced as soon as they have been finalized, but the likely date will be in September. The focus will fall on a draft Institutional Integrated Resource Plan that is now emerging. The Committee has established timelines for other major planning initiatives that will involve Senate and the wider community in the autumn and early winter. February, which marks the fifth anniversary of current University Academic Plan, is the target date for approval of the next iteration of the UAP.

Documentation is attached as Appendix B.

3. Consultation with the Chair of the Task Force on Sustainability Research

The Committee met with Professor Jennifer Foster, Chair of the Task Force on Sustainability Research, at its meeting of May 14. The Task Force has issued a draft report and has embarked on a second phase of its consultations leading to the development of final recommendations. The discussion with Professor Foster was wide-ranging and candid, and focused on matters such as the vision for sustainability research, specific ways to foster collaboration, material support for researchers in this domain, and the means by which to profile a significant and in some sense defining body of scholarship. The Committee strongly urges Senators to participate in ongoing consultations. Professor Foster and members of the Task Force are to be commended for their extensive efforts to document the extent of sustainability, thoughtful draft recommendations, and consensus-building approach.

The draft report can be accessed at:

<http://taskforce.info.yorku.ca/files/2014/10/final-draft-full.march11.pdf>

Rebecca Pillai-Riddell, Chair

4. Chair of APPRC for 2015-2016

Professor Pillai Riddell has been designated as the Committee's Chair for 2015-2016. Members are grateful to for her leadership, dedication and willingness to continue in the position. A Vice-Chair will be named following the membership turnover in July.

Secretary

Academic Policy, Planning and Research (APPRC)

Report to Senate on Academic Planning

I. Academic Planning in the Context of the University Academic Plan

The 2014 – 2015 Report to Senate on Academic Planning presents an opportunity to reflect on the progress and obstacles facing York in realizing the priorities and objectives of the University Academic Plan (UAP) 2010 – 2015 as we prepare to undertake the consultations this fall on the next five-year UAP developed within the timeline of the longer term framework set out in the White Paper 2010 – 2020. The UAP 2010 – 2015 included three overarching themes: academic quality, student success and engagement and outreach. Within those themes, the document set out 6 priorities each of which included a number of objectives. The six priorities are summarized below:

- Research intensification
- Enhancing teaching and learning
- Enriching the student experience
- Building community and extending our global reach
- Strengthening interdisciplinarity and comprehensiveness
- Promoting effective governance

Since preparing the UAP 2010 – 2015 the external context has become increasingly competitive partially related to declining demand for higher education expected to continue until 2020. Government has focused considerable attention on higher education within a fiscally constrained budget context and introduced the *Strategic Mandate Agreement 2014 – 2017*, as well as funding levers, to support accountability measures and a differentiation strategy as the means to strengthen quality and financial sustainability.

Divisions and Faculties develop local plans aligned with the UAP as well as *Integrated Resource Plans* that set out the specific initiatives undertaken at the local level for each subsequent three-year period aligned with rolling budgets.

The entire planning context is further shaped by York’s mission, vision and values as described in these documents. The UAP 2010 – 2015 provides a comprehensive list of values including:

- A commitment to excellence, academic freedom, collegial self-governance, critical inquiry, community building, and seeking solutions for global issues
- A commitment to engagement, outreach, social justice, equity, innovation, interdisciplinarity and sustainability

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As an additional tool by which to reflect on our progress and identify both challenges and emerging opportunities to realize our aspirations for York, the University also undertook an Academic and Administrative Program Review. This review was precipitated by the financial circumstances facing the University but timely in terms of providing information for the development of the next UAP 2015 – 2020.

This Report thus provides a summary of initiatives that have been undertaken and notes successes but also some thoughts about potential opportunities including specifically those that contribute to “what sets us apart”. In this regard, it is worth re-stating here an excerpt from the White Paper 2010 – 2020 that speaks to York’s vision. It reads:

Our students and faculty will be more engaged with the teaching and learning process and with each other. Our linkages with the broader community, both in terms of the teaching and learning process as well as through our research activities, will have broadened and deepened. We will have established a new Medical School and a separate Faculty of Engineering. Our reputation as a research intensive institution contributing to innovation, social and economic development in the Greater Toronto Area, the province, Canada and the world will have been solidified and enhanced. Aspiring to be Canada’s Engaged University, we will be seen as an innovator in pedagogy, making use of social media and other forms of technology to meet evolving student needs and creating life-long learning opportunities for part-time, mature and returning students. Our university will be a global magnet for students who will see York’s diversity as exemplifying and modeling values of global citizenship. Our reputation as a leader and innovator will have been strengthened and the pride on our campuses and amongst our alumni at where we have been and where we are going will be palpable.

(Excerpt from the 2010 Provostial White Paper)

II. The 2015 APPRC Meetings with our Academic Planners in the context of current academic planning

Building on the foundation of the University Academic Plan, this year’s APPRC meetings with planners were further contextualized by a number of notable external factors some of which are mentioned above, including marked shifts in program choices, increasing competition from other local universities, a differentiation agenda propelled by governments, continuing resource challenges, and continuing attention to curriculum, teaching and learning, student success and the student experience. Moreover, for the first time a pan-university initiative was undertaken to conduct a tailored assessment of all of York’s academic and administrative programs based on a set of common criteria relating to quality and sustainability (Academic and Administrative Policy Review). Finally, the need to create a new University Academic Plan (a document that necessarily accompanies the White Paper) for the next five years, also informed this year’s meetings.

Two questions were posed to the academic planners:

Academic Policy, Planning and Research (APPRC)

“As a University we are facing both pressures internally (e.g. enrollment, student satisfaction, limited funding) and externally (e.g. differentiation pressures, limited funding, competing universities). Thinking of current and future initiatives, and about planning priorities in the years ahead:

- a) *What collegial processes and strategies have you utilized that are helping you to pursue the quality imperatives of the current University Academic Plan?*
- b) *What priorities should the next UAP articulate?”*

Academic planners were asked to provide a brief written response to these questions (no more than 5 pages) and meet with APPRC members. Members express their gratitude to the academic planners and their respective teams for the time they invested in meeting with APPRC and supporting Senate’s primary mandates to uphold university policy and ensure that the vision of the White Paper and related UAPs are carried out.

Upon completion of these initial steps, APPRC met on April 16 and 30th to discuss the report to Senate. The next section outlines APPRC’s opinion of key points of discussion for the next University Academic Plan - the next major academic policy initiative (Fall 2015) taking into consideration our mission, vision and values. This synthesis is based on the reports provided by the academic planners, our meetings with the planners, and the discussions APPRC engaged in after the academic planners’ visits had been completed. The synthesis was provided to allow for a distillation of key issues, as seen by APPRC. However, for the sake of transparency and comprehensiveness, notes from the planners’ meetings are appended after the APPRC synthesis and grouped according to general themes. Senators are also strongly encouraged to read the actual submissions from the Deans, Glendon Principal and University Librarian which are also appended to this package. It is within these documents that Faculty-specific information can be found.

This report formally concludes APPRC’s annual meetings with the university’s academic planners for 2014-2015 year. In the broader perspective of university planning, the SHARP budget model information sessions are now underway (April-May 2015). We look to the Fall of 2015, when APPRC (on behalf of Senate) will engage with the university through an organized forum on an Institutional Integrated Resource Plan from the Provost’s Office (to be released in September 2015) intended to identify pan-university initiatives to coordinate and facilitate local efforts toward realizing our goals. This document will be based on direct input from the planners from faculties/library/Glendon Campus, the White Paper, the current Strategic Mandate Agreement with the Province and the information gathered from the Academic and Administrative Planning Review. The Fall community forum and the Institutional Integrated Resource Plan set the stage for the drafting of the new University Academic Plan for the 2015-2020 led by the Technical Sub-Committee of APPRC.

III. The 2015 APPRC Meetings with our Academic Planners- Synthesis Commentary for the University Academic Plan

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While expressing the importance of meeting with the academic planners, there was consensus that improvements must be made in the directions given to the Deans, University Librarian and Principal to ensure that greater attention be paid to the specific details outlined in the annual request. There was a sense that it was equally important to hear about both positive achievements as well as current challenges/potential solutions facing units and how this information might best inform the new University Academic Plan. A number of comments/contributions arose from this exercise that the committee felt would be pertinent to highlight. The following are offered for consideration in regards to the University Academic Plan based on APPRC's engagement with this year's academic planners:

1. Greater inter-Faculty communication and learning must be prioritized. A number of excellent initiatives were brought up by planners and the committee noted that these successes need to be better shared across the institution so that other faculties can also consider their potential without each Faculty having to reinvent the wheel. The University Academic Plan could benefit by explicitly striving to improve trans-Faculty communication to benefit from learning from each other on successful initiatives and shared challenges.
2. There was strong agreement within the committee that the new University Academic Plan 2015 – 2020 needs to go beyond being an aspirational document about priorities and values but contain concrete feasible benchmarks (annual and bi-annual) that Senate can use to support academic planners to reach the longer term White Paper benchmarks.
3. Reputation is a key concern for our community. The new University Academic Plan needs to be bolder in proposing not only an innovative York identity but also be clear on what distinguishes us from other universities. Our identity should avoid jargon that is non-specific but include precise definitions (e.g. not just globalization but rather a focus on increasing York's impact in the world by both making York university education more accessible to students from other countries and by having students going out and enriching their York education and our community from studying abroad). In addition, the embedding of more inspirational language that suggests creativity, imagination, pioneering initiatives, etc. should be added to inspire the York community to live up to its potential.
4. One of York's strength as a university is its diversity of study and this strength needs to be articulated in our University Academic Plan. However, as the SHARP budget unrolls in the next year, this administrative procedure has the potential to encourage Faculty siloes that impact academic initiatives. It is important that during the budget transition to SHARP that inter-departmental and inter-Faculty collaboration is not hampered.
5. The aspirational aspects of the University Academic Plan to address 'big-picture' barriers (e.g. retention, student engagement, research intensiveness, greening) should not be written without an understanding of the day-to-day barriers faced by

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the university (e.g. investing in greening of buildings that need repair, recommending new faculty hires in new areas without understanding faculty compliment challenges to core academic programs due to retirements).

6. A significant opportunity for York is to incorporate our unique social justice perspective in our research dissemination – e.g., the central role of York libraries to support the entire University in gathering, archiving and disseminating its innovative outputs to not just other researchers but also disadvantaged members of the global and local community.
7. APPRC highlights the importance of the University Academic Plan being predicated on priorities that can be justified from comprehensive data-mining strategies.
8. Another suggestion was made to have a structure to the UAP that focuses on key values with common key areas under each value. For example, potential overarching themes could be Creativity, Community, Connection and Collaboration. Key cross-cutting areas under each of these values could be headings such as research intensiveness, building academic excellence, increasing student engagement with specific benchmarks.
9. It was also suggested that departments and Faculties a core principle of planning – including the UAP -- should be reflection and action. Challenging decisions such as how to address programs with declining enrolment require collegial input at the level of the academic unit – governance should empower Faculties and departments to bring forward needed change.

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Discussions with the Deans, Principal and University Librarian (February 5 to March 26, 2015)

What strategies did academic planners report they used to inform their plans for the current and upcoming year?

- collegial consultations were held in advance of AAPR (e.g. Faculty and unit retreats) and after (open forums, Faculty-department discussions); has led in some instances to documents for consultation, working groups
- AAPR considered as one of many planning stimuli and best understood as diagnostic not evaluative
- AAPR was complementary to other planning exercises
- utilized SHARP to highlight issues such as resource mismatches
- ensured the collegium understands the University's budget situation and is engaged in planning discussions through regular and special collegial interactions
- created and conducted student surveys and brought together focus groups
- increased participation rates in larger surveys such as NSSE to improve reliability, usability of data for planning
- differentiated based on self-awareness and environmental scans, and exploit natural and self-defined advantages
- participated in credible external rankings, develop more expansive indicators
- used the media to profile individuals and activities
- enlisted alumni
- created task forces for well-defined objectives, change cultural norms through collegial processes

What did planners suggest to improve planning in the future?

- ensure that planners have ongoing access to sophisticated data
- break down silos and find / create common ground for curriculum, research
- base Faculty strategic plans on University ones (UAP, SRP) and look to other Faculties for knowledge, appreciation of opportunities
- create foundation for planning out of collegially-defined principles, and keep them at the forefront
- resist capitulating to negative trends -- use them as stimuli to accelerate necessary changes, re-cast visions, etc.

Overarching Themes and Concepts for the University Academic Plan

- value imagination and creativity (the art of the disciplined imagination) and incorporate terms now missing from the UAP

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imagination / imagine

curiosity

invention

experiment / Experimentation / Experimental

inspire / Inspirational

daring

pioneering

- mental health and resilience
- position York as the “People’s University” with renewed emphasis on student-centred services
- build on environmental mission and committee to projects including

greening of York buildings

development of programs

research opportunities

- promote excellence in research and student success
- recommit to social justice
- strategic internationalization
- augment grant and tuition income through fund raising and ancillary operations such as continuing education and professional development programs
- assert and concretize parity of graduate and undergraduate studies to define appropriate spaces and create interactions
- reiterate student success as a core priority through a comprehensive approach, from stepping up recruitment efforts and adopting effective advising and retention strategies to ensuring an appealing and innovative mix of programs and offering opportunities for experiential learning and skills development.
- impactful engagement through effective engagement with members of the public, opinion leaders and the media / external exposure of the institution, both by organizing events on campus that draw community members and high school students and by partnering with other organizations to feature York faculty members and students at off-campus events / capitalize on subway stations / more outreach programs, e.g., science fairs, as well as major conferences and performances on campus, raising its profile locally, nationally
- expand York’s local-global reach York University could position itself to draw upon a broader range of students who are geographically outside of the GTA, including international students. This would truly help to position York University as a global university
- satellite campuses in Markham and Brampton: Satellite campuses offer an excellent opportunities to defend catchment areas while better serving those of its students who otherwise have long commutes; York should think big, and consider submitting a second proposal, this time for Brampton, Ontario’s other large underserved market.; alternatively, purchasing a downtown building and consolidating York’s various downtown rented premises (which are rented at premium rates) would make

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fiscal sense; overcome the notion that growth has been too much, too fast; York did experience a period of overheated growth from the 1960s to the 1980s) but over the past 20 years it has been the slowest growing Toronto university

- dare to send some of our sacred cows out to pasture, overcome sclerotic decision-making / build sunset provision into new program approvals -- such as 10-year licenses to operate a program – after which the program closes unless the license is renewed through the usual collegial governance mechanisms (works well with the ORUs)
- enhance its emphasis on promoting excellence in research and student success
- strategic internationalization
- fund-raising and ancillary operations such as continuing education and professional development to augment tuition income
- ensure Libraries and graduate students / studies profiled

Enhancing the Pedagogical Foundation of the University

- plans needed to replace retiring faculty members and renew the faculty complement (hiring of CLAs is a temporary patch)
- greatly improve student / faculty ratios
- increase alternate stream appointments given finite resourcing / Humboltian model need not be privileged / mix of professorial and alternate streams is the most realistic way of getting more full-time faculty into the undergraduate classroom, and of making room within the academy for colleagues with a singular passion for teaching. Fewer contract faculty and more alternative stream faculty would be expected to improve teaching quality and student engagement and retention / can also free time for researchers if workload reduced to 2.0 (where applicable)
- use full potential of IT for learning and administration
- extend and profile French language services and resources

Building and Retaining York's Student Complement

- by far the absolute top priority for York University should be to address student recruitment and retention / regain our market share, invest in programs that support student success and satisfaction, and graduate loyal alumni
- more flexibility is needed for the Faculties to develop their sub-brands as a major tool for recruitment of students, faculty and staff (SHARP can help)
- highlight signature programs
- extoll Faculty histories and distinctiveness, but position York and its constituent units for the 21st century
-

Graduate Education and Research

- York should redouble its research intensification efforts, and promote its visibility and impact as a leading research institution

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- establish high-profile, internationally competitive postdoctoral fellowship will enhance the research enterprise, raise academic reputations and helping recruit top researchers as well as graduate students
- greater emphasis on communicating York's research accomplishments through national media outlets
- York also needs to make competitive offers for graduate student support and increase its graduate enrolment to be deemed a research-intensive institution
- research commercialization to foster reputation, financial incentives, and increase research funding
- collect and maintain research Indicators within the parameters of applicable collective agreements
- make more explicit the contributions of graduate students to research and innovation, better facilitate research and scholarship opportunities for graduate students; celebrate graduate student contributions to research and scholarship; fundraise for graduate student conference travel and field research costs; integrate professional skills development in graduate curriculum; and increase the number of post-doctoral fellows
- major investments are needed in infrastructure support and space (new buildings) / address gap the maintenance and quality of current buildings including labs

Enhanced Governance and Decision Making

- a renewed funding model: financial resources underpin the attainment of any academic plan
- academic budgeting informed by the principles of transparency, equity and accountability / Faculty budgets have no correspondence to research or instructional activity and are instead historical artifacts, representing the accretion of past bases, cuts, increments and case-by-case negotiated adjustments / planned SHARP budgeting model will eliminate this historical baggage. / budget transparency should make each Faculty more responsive (and adaptive) to its environment, which is the essence of sound strategic academic planning.
- data-driven pedagogical decision-making
- devolution of FGS responsibilities to other Faculties
- develop a true data mining strategy
- promote inter-Faculty cooperation
- conduct major analysis regarding what would be a better (optimal) organizational structure for York University on both the academic and administrative sides with particular to the imbalance among the Faculties (where Liberal Arts & Professional Studies comprises half of the student population) / on the administrative side, lessons need to be learned from the AAPR regarding better integration of services and linkages with the various Faculties, as well as consideration of activities that no longer align with the University's core mandate might need to be discontinued or offered in a different format

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- encourage careful assessment of existing programs and services to ensure they are responsive to the University's and each Faculty's mission and, as appropriate, restructure offerings and services to conserve and redirect resources

UAP Renewal and Other Planning Milestones in 2015 and 2016 APPRC and Senate

May

- APPRC report to Senate on Faculty / YUL planning with UAP suggestions with update on UAP renewal timelines and milestones (that is, this calendar or a variation)

June 4

- VPFA budget update / Provost spring update on planning goals and strategies

Summer

- Finalize UAP summative report
- Arrangements for planning forum in September

September

- Planning Forum on the Institutional Integrated Resource Plan
- Discussion at Senate of IIRP / reflections on planning forum
- Summative UAP report (progress made on objectives in the current UAP, factors that assisted or hindered, etc.)

October

- Senate endorsement of integrated planning document (explicitly as a principal feed into the next UAP along with intelligence gained from academic planning discussions etc.)

November

- APPRC issues UAP consultation paper
- Further UAP consultations -- forum, surveys, feedback instruments, committee and Council canvas etc.

December

- Final stage of UAP consultations

January

- UAP draft to Senate for discussion

February

- APPRC recommendation to Senate for approval of UAP 2015-2020



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

Joint Report to Senate

At its meeting of May 28, 2015

For Information

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

The Joint Sub-Committee has submitted its most recent report. Senators may wish to pay particular attention to the trends identified by the Sub-Committee, which advises that it will act on them.

Documentation is attached as Appendix A.

R. Pillai Riddell
Chair, APPRC

L. Sanders
Chair, ASCP

Joint Sub-Committee on Quality Assurance

Report to the Full Committees, May 2015

At its meeting of May 28, 2015

The Sub-Committee met on April 15, 2015 and submits the following report to APPRC and ASCP.

1. Welcomes

The Sub-Committee was pleased to welcome Frances Valerio, Quality Assurance Coordinator, Julie Parna, Director, Strategic Academic Initiatives in the Office of the Vice-Provost Academic, and Sarah Whitaker, the new Academic Affairs Officer for the Faculty of Graduate Studies. Ms Valerio is responsible for administrative support of process, and all three provide support to the Sub-Committee.

2. Completed Reviews

The Sub-Committee received documentation related to the following programs and has agreed to forward Final Assessment Reviews prepared by the Vice-Provost Academic to APPRC, ASCP, Senate and the Board for the following:

French Studies (all programs)
Kinesiology (graduate and undergraduate) Sociology (all 3 programs)
International Studies (Glendon) Osgoode (JD)
Sociology (Glendon and Keele undergraduate programs)

Eighteen month follow up reports have been scheduled for all of these programs.

The Sub-Committee met with representatives of German Studies in the autumn and has also received a Final Assessment Report.

Documentation is attached as Appendix A.

3. Meetings Scheduled with Program and Faculty Representatives

Based on recommendations made by members and secretaries¹, the Sub-Committee has agreed to schedule meetings with representatives of programs and Faculties for the following:

¹ Once CPR review documentation has been assembled, and the Vice-Provost has provided a draft Final Assessment Report, dossiers are assigned to individual members (and the secretaries) who are then responsible for making recommendations as to whether or not it is necessary or appropriate to convene a meeting with representatives of a program and the relevant Dean(s) / Principal to address concerns. This delegated approach has worked well, and it is normally not necessary to arrange face-to-face encounters. From time to time an earlier 18-month follow up report will be mandated if the matters raised in a review are pressing or if there is a lapse of time between the release of reviewers' reports and receipt by the Sub-Committee.

Joint Sub-Committee on Quality Assurance

Report to the Full Committees, May 2015

History (undergraduate programs)
Linguistics (all programs)
Music (undergraduate)

In these cases the reviews were launched some time ago, and the Sub-Committee wishes to gain a deeper understanding of how the programs are taking up recommendations that emerged during the review process. A perennial concern is how cognate units are exploring matters of mutual interest, and members and the secretaries noted that in some instances programs have embarked on significant academic planning initiatives.

4. Decisions re: Requests for Changes in Schedule, De-coupling of Graduate, Undergraduate Reviews

The English Department at Glendon has received a one-year extension of its pending review in order to focus on leadership transition.

5. Meetings with Programs and Deans / Principal Held in the Autumn of 2014

The Sub-Committee met with representatives from German Studies and the Vice-Dean of LA&PS to complete its consideration of the program's review file.

6. Trends in Cyclical Program Reviews

Recent discussions have identified a number of recurring issues associated with CPRs, including the following:

- the necessity of coordination between cognate units on the Keele and Glendon campuses, and the need for inter-Faculty attention to matters of mutual interest
- the need to ensure that graduate planning is fully addressed in CPRs and in day-to-day planning (together with the need for CPR templates that help to focus on complementary planning)
- variation in the availability, structure and standards of 90- and 120-credit degrees (over the past several years a number of new 90-credit "fall back" programs have been approved by Senate, while in some programs only the 120-credit option remains open; regulations governing these programs vary)

7. Data for Program Reviews

As the Sub-Committee reported in November 2014

Many programs that have undergone reviews have expressed interest in access to a wider and more up-to-date set of data. A priority for the Vice-Provost Academic is to provide the richest possible array of information in concert with the Office of Institutional Planning and Analysis and other offices (for example, the Vice-President Advancement and Alumni Affairs).

Joint Sub-Committee on Quality Assurance

Report to the Full Committees, May 2015

The Sub-Committee reported as early as May 2013 that programs were expressing their desire for enriched data. At the April 15 meeting Vice-Provost Pitt provided the Committee with a sample illustration of the kind of information that will now be provided routinely to programs with the assistance of the Office of Institutional Planning and Analysis. The Sub-Committee was pleased to endorse this important enhancement.

8. Integrity of the CPR Schedule (“Rota”)

The recent strike has delayed progress on some reviews underway. There will be slippage but efforts are being made to ensure the completion of this year’s reviews on time and the scheduled launch of 2015-2015 reviews.

9. MTCU Changes and Impact on York’s Quality Assurance Framework

Senators and members of the parent committees have been made aware of changes in the approval process for new curriculum instituted by the Ministry of Training, Colleges and Universities. The advent of this new regime – and experience gained from the first three years of the COU-mandated quality assurance – has made the Vice-Provost and Sub-Committee aware of aspects of the Senate Policy and YUQAP that appear ripe for revision. The Sub-Committee will develop a work plan for this project, which is likely to begin with an analysis of the Senate policy by the secretaries.

G. Turlakis, Chair of the Sub-Committee



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French Studies, Undergraduate, 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: April 15, 2015

Program description:

One of the original departments of York University, the Department of French Studies offers an interdisciplinary set of courses in the three curricular areas of French language, linguistics and literature. In addition to Honours BA, the International BA (IBA) and BA degree programs, the Department of French Studies offers Certificates of Language Proficiency in Basic French, Intermediate French and Advanced French either in general French language proficiency or with a focus on business.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BA – Major 1, Major 2, Minor - 358	44	195	BA Hon – 25; BA – 8; Certificates - 26

Reviewers appointed by the Vice-Provost Academic:

François Paré, Professor, Department of French Studies, University of Waterloo
Douglas Walker, Professor Emeritus, Department of French, Spanish, and Italian, University of Calgary
Douglas Freake, Associate Professor, Department of English/Humanities, York University

Site Visit: January 30-February 1, 2013

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **October 2016**.

Program Strengths:

- The program serves French majors/minors and provides courses to non-majors, including courses with a business focus and a certificate in French Language Proficiency.
- Language courses are very strong and provide a cultural perspective, and there is a commitment to ongoing improvement as evident in a Strategic Vision Document from 2010 that seeks ways to facilitate course selection, identify paths towards timely program completion and enhance value of study abroad opportunities.
- Curriculum in 3 distinct areas of Language, Literature and Linguistic is interesting, diverse and rich, includes an international BA and prepares students well for graduate level study.
- Students appreciate high quality teaching, the Multimedia Language Centre and language assistants from Bordeaux as well as the diversity of offerings, noting, however, constraints on availability of courses at senior levels in all 3



streams.

- Research profile in professorial stream is strong.
- There is room to increase the number of majors served, and the unit is committed to developing the program to serve the wide array of student backgrounds and motivations. Collaboration with other programs, in addition to the Faculty of Education and Schulich, are being explored.

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

- A more learner-centred approach would permit more clarity on program expectations and transition from introductory courses to upper-level study. The review report identifies issue of the high number of preparatory courses required for entry to the major and recommends replacing some 6-credit courses with 3-credit courses.
- Students enjoy experiential learning, and the program would be enhanced by more opportunities.
- Curriculum mapping to course level expectations in upper year levels needs to be completed to provide stronger sense of sequencing and progressive skill development.
- Increased summer offerings would serve students' needs.
- The visibility of French Studies could be heightened; the web site needs improvement.
- There are opportunities for stronger collaboration between Keele and Glendon in the areas of curriculum and scheduling coordination, adoption of a single placement test that includes an oral component, more active promotion of each other's activities and offerings, and enriching faculty complement through joint appointments.
- The review report notes that "when bridges are established, the combined French course offerings on the Keele and Glendon campuses...would clearly outperform any other French program in Canada in terms of the sheer number and variety of courses offered."
- The review report identified unevenness in the research profiles of faculty members and recommended strengthening the research culture of the unit. In its response, the unit pointed out that alternate stream faculty members do not have research responsibilities. Currently 60% the affiliated faculty members are professorial with research responsibilities and this accounts for the appearance of uneven contributions.
- The lack of space for graduate students at the Keele campus is a concern for both the undergraduate and the graduate program.

Decanal Implementation Plan (selected):

The decanal implementation addresses recommendations that surface throughout the report as well as those summarized at the end and reflects the unit's response. Priorities are summarized with timelines as follows:

- The plan supports efforts to deepen collaboration with Glendon to enhance student mobility and increase course offerings in both programs (particularly

in the Summer term), to harmonize courses, particularly at 1000 and 2000 year levels, and to harmonize faculty complement renewal. Progress will be included in the October 2016 follow-up report. The Dean's Office offers assistance in room allocations and scheduling and is supportive of development of formal or informal collaborations in governance and notes that university planning processes that may provide broader recommendations.

- In addition, the Dean's Office supports the possibility of a common placement test and will work with the Principal of Glendon College to ensure a process for considering improvements across the two programs. The plan anticipates completing this project by Summer/Fall 2016. (Note: the outcome of this recommendation may change after a discussion with the Principal of Glendon.)
- In terms of research, the DIP points out that the level of research productivity is close to or on par with analogous units, that the most recent Chair undertook to revitalize the unit's research culture, and that all professorial appointments are now expected to present research programs and to be eligible to Graduate Studies appointment immediately or soon after taking up a full-time appointment.
- There is a project underway to improve all web sites at LAPS that is facilitated by pan-university improvements, and plans are in place to adapt faculty to a new architecture. The plan assumes that the French Studies web site will be enhanced to reflect proposed increased coordination between the two programs. The project is expected to be completed by Summer/Fall 2016.
- The Dean's Office has been encouraging units to reduce program complexity and notes the efforts underway within the department to improve student progress through the program. The plan proposes alternatives to the recommendation that some 6-credit courses be replaced by 3-credit courses given recent experience in another language program and expects results to be in place by Summer/Fall 2016.
- The plan notes established interfaculty initiatives with Glendon, Education and Schulich and is encouraged by recent discussions to develop new initiatives within LAPS, notably with Public Policy and Administration and the School of Administration Studies, as well as with the Lassonde School of Engineering. The October 2016 follow-up report will provide an update on such initiatives.
- The plan notes that experiential learning has been enhanced by the recent YorkU-Abroad course at Chambéry and that the work the Department has been doing with the Associate Dean Teaching & Learning sets the course for further and ongoing development in this area.
- The Office of the Dean acknowledges the space shortages and the effect this has on the undergraduate and graduate programs alike in terms of graduate student offices. A Faculty-wide space plan is in place to address this issue in the long term, and an update will be provided in the October 2016 follow-up report.

Summary:

Undergraduate French Studies at Keele is distinguished by the strength of its program in three distinct areas, language, literature, and linguistics, and students are required to attain significant language proficiency and specialize in either of the other areas. Moreover, the program serves non-majors very well and is attentive to the diversity of interests,

motivations, and proficiency levels that students bring to French Studies. Many of the recommendations concerning curriculum development and improvements to the student experience have been in the process of implementation as part of the unit's general planning and the preparation of the self-study, and the decanal implementation plan provides structure and support for several initiatives. A significant proportion of faculty members are actively engaged in research and supports are in place to enhance research activity. An emphasis on opportunities to enhance the program's visibility and sustainability by way of deepened coordination and collaboration with Glendon has been embraced as key to the realization of the potential of French Studies at York in general and at Keele to increase the number of its majors and enhance the reputation of its offerings at the undergraduate as well as graduate levels. This DIP does not address recommendations relating to the MA program, also reviewed as part of the Cyclical Program Review; however, Vice-Dean Michasiw has reviewed the review report and has addressed the issue of graduate student space in his DIP.

Alice J Pitt, Vice-Provost Academic
April 2015



French Studies/Études françaises, Undergraduate and Graduate, Glendon

Cyclical Program Review 2004-2012

Final Assessment Report and Implementation Plan

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

**OFFICE OF THE
 VICE-PROVOST
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Program description:

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French Studies has been offered Glendon since its creation as a Faculty of York in 1966. At the undergraduate level degree options for French Studies include a BA program or a bilingual or trilingual International BA (IBA) program. Both the IBA and BA offer the following options: Specialized Honours BA/IBA, Honours BA/IBA and BA/IBA with options in the honours programs for a double major or a minor in French Studies. The Department also offers a large number of French as A Second Language courses to support the bilingual requirement of the College. As of 2012(?) these courses are offered by the Centre of Excellence for French as a Second Language.

The MA program in Études françaises was established in 1995 and is housed primarily at the Glendon campus of York University. Initially developed to serve primarily part-time students, the program offers courses in the evening and on weekends as well as during the week days. Today most students study full-time. Two fields, literature and linguistics, are offered. A course only option for the MA was begun in 1999. In 2010 a PhD program in Études francophone was established but was not under review at this time.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BA (UG) – Major 1, 2 and minor - 600	150	374	21 Hon BA; 14 BA; 168 Certificates
MA – 19	6	14	8
PHD - 15	6	11	

Reviewers appointed by the Vice-Provost Academic:

François Paré, Professor, Department of French Studies, University of Waterloo
 Douglas Walker, Professor Emeritus, Department of French, Spanish, and Italian, University of Calgary
 Douglas Freake, Associate Professor, Department of English/Humanities, York University

Site Visit: January 30-February 1, 2013

The site visit at Glendon included meetings with senior academic leadership from the University, including the Vice-Provost Academic, Alice Pitt, and the Interim Dean of Graduate Studies, Barbara Crow. The reviewers met with the Glendon Principal, the Chair of the department of French Studies, the Graduate Program Director, faculty members and groups of undergraduate and graduate students.



Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **October 2016**.

Program Strengths:

Undergraduate:

- The programs align well with Glendon’s mandate “to emphasize the importance of bilingualism in a multicultural context.”
- Until recently, the program has served majors as well as provided courses to satisfy Glendon’s bilingual requirements. With the establishment of the *Centre de formation linguistique pour les Études en français*, the Department’s undergraduate program can focus its attention on FSL and French as a first language language courses in 3 areas (language, literature and linguistics) mainly to students doing a major or a minor in French Studies. The review report takes note of the self-study’s description of courses designed for French native speakers as “un fleuron de notre programme.”
- The program provides an original array of literature courses, and its offerings in language and linguistics are diverse and original.
- A Certificate in Professional Writing is available to Francophone students, and students are well prepared to enter graduate level study in French Studies and Translation.
- Students appreciate the small classes, the bilingual environment and related activities, the sense of community, the program offerings, and ‘demanding but fair’ professors.
- A host of international programs are provided, including study abroad opportunities in France, Belgium and Switzerland.
- The research profile of department members is strong.

Graduate:

- The MA program is well-aligned with faculty research and with undergraduate programs at Keele and Glendon with a view to preparing students for further graduate study in French linguistics or French and Francophone literatures or to enhancing graduates’ career opportunities in areas such as bilingual administration, education, traditional and digital media, publicity and business.
- The well-laid out program, with fields in linguistics (sociolinguistics and French in a Canadian context) and literatures (theories and genres, women’s writings, literature and society) is served by a large number of faculty members and is distinct in its offerings.
- The quality of applicants has improved, and students appreciate the high quality of the courses and excellence of teaching.
- The review report “recognizes the exceptional potential of the MA program at York University.”

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

Undergraduate:

- While the establishment of the *Centre de formation linguistique pour les Études en français* provides the opportunity for the Department to refine its focus, there is a need to establish clear communication between the Department and the Centre.
- Increased efforts are required in order for non-Francophone students to navigate the program and the course descriptions.
- The large number of preparatory language courses required for admission to the major needs to be reviewed.
- In spite of an impressive list of courses, the demands of three areas on the curriculum can result in restrictions on the availability of a sufficient number of courses at the advanced levels.
- Increased summer offerings would serve students' needs.
- There are opportunities for stronger collaboration between Keele and Glendon in the areas of curriculum and scheduling coordination, adoption of a single placement test that includes an oral component, more active promotion of each other's activities and offerings, and enriching faculty complement through joint appointments. The joint appointment between French Studies and the Faculty of Education is viewed as providing strength to both programs and could be emulated.
- Students would benefit from more involvement in faculty research activities and in departmental discussions.
- The visibility of French Studies could be heightened; the web site needs improvement.
- There is a need to improve the space allocation in order to provide a departmental spatial community.

Graduate:

- The focus on research-based objectives as well as the language of promotional materials need to be reviewed to ensure the needs and aspirations of career-oriented MA students are appropriately reflected.
- The program requirements are onerous for a 3-term program, and, while completion times have improved, they are unsatisfactory. Reliance on Independent Reading courses suggest that the program's ability to offer courses does not match expectations that students will be able to complete requirements in a reasonable time.
- The program needs heightened visibility in order to recruit more and more highly qualified Francophone and non-Francophone students. Recruitment efforts on both campuses need to be a priority and research and external funding opportunities need to be emphasized and supported.
- Student experience would be enhanced by more opportunities to become aware of faculty research activities, possibilities for collaboration and for seeking funding. The report notes that Éditions DU GREF, housed at Glendon, provides training in scholarly publication but hints that more opportunities for students to publish would be welcome.
- There is a strong need for consultation with the *Centre de formation linguistique pour les Études en français* given that it intends to provide TAs and CLAs and to establish an independent research agenda.
- Faculty renewal is important for all aspects of the MA program and key in the area of linguistics.

Decanal Implementation Plan (selected);

The decanal implementation addresses recommendations that surface throughout the report as well as those summarized at the end and reflects the unit's response. Priorities and timelines are summarized as follows:

- The plan notes that the Department has already reduced the number of required introductory courses, has increased the number of summer offerings, and will enhance student participation in governance by September 2014. The plan also commits the Glendon Research Office to creating a faculty-wide "Research Apprentice Program" to facilitate student involvement in faculty research by September 2015.
- The plan supports efforts to deepen collaboration with LA&PS to enhance student mobility and increase course offerings in both programs (particularly in the Summer term), to harmonize courses, particularly at 1000 and 2000 year levels, and to harmonize faculty complement renewal. The plan notes improved IT resources will facilitate cross-campus communication and points out discussions regarding curriculum are already underway. These efforts are scheduled to be underway by November 2014 with significant progress by October 2016.
- The review report notes that "when bridges are established, the combined French course offerings on the Keele and Glendon campuses...would clearly outperform any other French program in Canada in terms of the sheer number and variety of courses offered."
- The plan is supportive of a common placement testing but suggests that Glendon must work towards use of a single test at Glendon for non-francophone students before entering into discussion with Keele. The status of this recommendation will be reviewed in October 2016 and needs to be communicated immediately to the Dean of LA&PS.
- The plan notes that Glendon is in the process of modernizing its web infrastructure which will make it possible to improve departmental websites more easily and effectively. This project is due to be completed by June 2015.
- The plan encourages the Department to establish formal mechanisms for ensuring good communication with the *Centre de formation linguistique pour les Études en français* and with the Principal's Office concerning areas of mutual concern.
- The plan notes that Glendon's space needs are acute but should be resolved in the mid- to long-term by major capital investment; the Office of the Principal hopes to alleviate the problem in the immediate term with a space management plan. The October 2016 follow-up report will address the status of space management.
- The plan commits to promoting research services to graduate students.
- The plan invites discussion with the graduate program on how reliance on Independent Reading Courses, given resource constraints, can be addressed.

Summary:

The French Department is the largest department at Glendon with nearly 17% of undergraduate majors, the largest graduate program at Glendon (with Keele) and faculty members actively engaged in research. It offers a diverse curriculum in the areas of language, literature and linguistic at the graduate and undergraduate levels with an impressive array of original courses and, at the undergraduate level, study abroad

opportunities. Many of the recommendations in the review report have already made good progress towards implementation. The establishment of the *Centre de formation linguistique pour les Études en français*, along with the recent establishment of a PhD program (with Keele) will allow the Department to focus more assertively on Francophone and non-Francophone students specializing in French Studies at graduate and undergraduate levels. Enhanced communication between the Centre and the Department and with the Office of the Principal will support the development of the mandates of each and establish conditions for future collaboration, particularly in terms of the involvement of graduate students in research and teaching opportunities at the Centre. An emphasis on opportunities to enhance the program's visibility and sustainability by way of deepened coordination and collaboration with Keele has been embraced as key to the realization of the potential of French Studies at York in general and at Glendon to increase the number of its majors and enhance the reputation of its offerings at the undergraduate as well as graduate levels. There are opportunities to increase the number of majors at Glendon, to raise the visibility of French Studies at York University, and to realize more fully the potential of the distinctiveness of a graduate program that now includes a Phd.

Alice J Pitt, Vice-Provost Academic
April 2015



German Studies, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review (2003 – 2012)

Final Assessment Report

Program description

The German Undergraduate Program at York has been offered since 1960. In 1995, it was reconceived as the German Studies Undergraduate Program.

The German Studies Program is an interdisciplinary program that offers an Honours BA, an Honours International BA, a BA, an Honours Double Major, and Honours Double Major (Interdisciplinary), an Honours Major/Minor, or an Honours Minor. Students choose from the following degree options: German Studies: German Language, Literature and Culture Stream, German Studies: German Culture and Society Stream and iBA German Studies. Each of these consists of core courses taught by our faculty.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Major 1, Major 2, Minor	3	9	9 (BA Hon) 1 (BA) 1 (Certificate)

Reviewers:

Dr. Adrian Del Caro, German Studies, University of Tennessee
 (External) Dr. Ian Balfour, Department of English, York University
 (Internal).

Site Visit: October 16-17, 2012

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance requested a meeting with the Program and the Dean for Fall 2014. Following that meeting, the Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. **Follow-up report due November 2015.**

Program Strengths

- Strong evidence of research activity in the form of grants, collaborations, visiting speakers, conference organizing, diverse professional service;
- Strong support for interdisciplinarity with attractive courses in English for students without previous exposure to German language with appropriate delivery methods to meet students' needs and interests;
- Ongoing planning for a variety of learning opportunities outside of the classroom.



Opportunities for Program improvement

The reviewers identified requirements for immediate attention and recommendations for longer-term consideration.

Requirements

- Revise curriculum to enhance program's ability to attract interest in and serve the program's major/minor;
- Provide administrative support for team teaching as well as independent studies courses and other activities related to teaching undertaken outside of class time;
- Provide one new tenure-stream position broad qualifications and develop promotion track for some instructors;
- Develop assessment of seniors in the CS stream to be evaluated by full professorial team;
- Take measures to reconnect with alumni and enhance brochure to identify career opportunities.

Recommendations

- Enhance participation of part-time instructors in decision-making and opportunities to teach content courses;
- Provide additional entry level German course section when warranted by demand and cap enrolments;
- Consider curriculum changes in order to improve professorial contact with lower division students;
- Develop applied courses with experiential components to attract constituencies from business, the professions and graduate studies.

Decanal Implementation Plan

- Provides support for brochure and website re-design with timelines to meet institutional requirements;
- Supports opportunities for the program to propose changes to its curriculum, program requirements and schedule of offerings and identifies Faculty resources and procedures for planning and implementation;
- Supports planning for team-teaching for FW 2014;
- Supports efforts to connect with alumni and identifies Faculty support;
- Supports experimentation with capping enrollments in language courses with clear criteria for determining success;
- Recommends that the program develop a proposal for a CLA while it works towards curriculum renewal, consider requesting a Long Service Teaching Assignment for qualified instructors, and that it consider the Alternate Stream for a developed proposal for full-time appointment;
- Encourages the program to address participation of instructors and professors and to take up those recommendations that fall within the program's purview.

Executive Summary

The Reviewers noted that German Studies program has initiated a transformation from a German literature orientation to more interdisciplinary approach focused on study of German- speaking culture and society. The Reviewers' report endorses this direction and identifies requirements for immediate attention and recommendations to guide longer-range planning. The Decanal Implementation Plan encourages changes to curriculum that may result in better quality program and provides the support of the LAPS Curriculum Manager. Improved marketing materials (brochure and website), with clearly stated program objectives, were identified as important tools for enhancing the visibility of the Program. Faculty members are encouraged to continue to work on changes to curriculum, strategies for recruitment, and innovations in program delivery and assessment methods in order to realize its interest in diversifying its program and enhancing its major and minor enrolments.

Alice J. Pitt
Vice-Provost Academic
York University

Kinesiology, Undergraduate and Graduate, Faculty of Health

Cyclical Program Review – 2004 - 2011

Final Assessment Report and Implementation Plan

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

Program description:

Studies at the undergraduate level lead to the Bachelor of Arts in Kinesiology & Health Science (BA) or Bachelor of Science in Kinesiology & Health Science (BSc). In 2010 the program met CCUPEKA accreditation standards in Kinesiology. In addition two strong optional certificate programs are offered:

Fitness Assessment and Exercise Counseling
 Athletic Therapy

MA/MSc, MFSc and PhD degrees are offered at the graduate level. The Master of Arts/Science degrees is thesis based and the Master of Fitness Science degree is course based, a somewhat unique graduate program that is in high demand in the community.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
UG – Major 1, Major 2, Minor - 2877	890	2898	Hons – 480 Certificates - 39
Master’s - 54	39	67	36
PhD - 85	9	50	9

Reviewers appointed by the Vice-Provost Academic:

Dr. Janet Starkes, Professor Emeritus, Department of Kinesiology, Faculty of Science, McMaster University

Dr. Art Quinney, Professor Emeritus, Faculty of Physical Education and Recreation, Senior Advisor to the Provost, University of Alberta

Dr. Sheila Embleton, Professor, Department of Languages, Literature and Linguistics, Faculty of Liberal Arts and Professional Studies, York University (internal reviewer)

Site Visit: March 25 & 26, 2013

The reviewers met with key administrative personnel, including senior academic leadership in the university and in the Faculty of Health. In addition there were opportunities to meet administrators in the Stong College which is associated with the Faculty of Health, the Director of Sports and Recreation and undergraduate and graduate students.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **October 2016**.

Program Strengths:

- Kinesiology and Health Studies’ graduate and undergraduate degree programs are comprehensive and aligned with the Faculty of Health’s priorities as well as those of the University Academic Plan. Each program has well-defined



program expectations that align to the relevant degree level expectations and learning outcomes for both graduate and undergraduate programs are well-defined.

- The Department is well-run with high levels of engagement on the part of faculty and staff and a strong working relationship with Sport and Recreation. Faculty members are active researcher with 78% holding external grants and participation in a number of Organized Research Units and other alliances. They are also dedicated to self-evaluation and improvement and to ensuring student success.
- The undergraduate program has earned a 7-year accreditation by the CCUPEKA (Canadian Council of University Physical Education and Kinesiology Administrators) and is distinguished by the fact that it awards academic credit for PKINs (Physical Activity Components) and offers two certificates (Athletic Therapy and Fitness and Exercise Counseling). These programmatic aspects are highly valued by students, and the practicum courses in particular attract students to the program. A unique feature is that the practicum courses are also open to non-KHS students.
- The undergraduate program, built on curriculum offerings in cellular and molecular biology, individual and systems behavior, and culture and society, attracts many 1-st choice applicants with GPA at or close to 80% and high post-graduation employment rates are high.
- Undergraduate student satisfaction is quite good, and recent innovations to improve it include development of research opportunities for undergraduate students, the addition of experiential learning opportunities, and expanded numbers of online and blended supported by a course management system (MOODLE) and increased courses providing access through video and audio lecture capture. Students greatly appreciate the access they have to faculty.
- Since 2012, undergraduate student transition to university has been supported by an initiative “Destination Graduation” which includes participation in YU Start (a program developed by the Division of Students) and an orientation structured as a mini Olympics. In addition, the College affiliated with the Faculty has developed innovative approaches to providing student academic advising and support.
- MA/MSc and the Phd programs are well-established with 3 areas of foci – Integrated Physiology of Exercise, Neuroscience and Biomechanics, and Health and Fitness Behaviours—that are well-represented in faculty research areas and effectively covered in the program. A course-based Master of Fitness Science is quite unique and in high demand.
- Graduate students report high levels of satisfaction with the educational and research opportunities identifying high quality of supervision, strong sense of community, supportive faculty and strong research focus as areas of strength. Student participation in publications and presentations is quite commendable.
- 25% of Masters students go on to the PhD program while others often go on to complete other professional programs; 50% of PhD students move to post-doctoral fellowships with most others gaining employment as professors, instructors or researchers in health-related areas.

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

The review report provided a fulsome set of recommendations that addressed both units’ concerns as well as several areas included in the decanal agenda of concerns. In many cases, particularly for the undergraduate program, the recommendations encouraged the unit to

continue the developments and innovations recently adopted. The summary provided here organizes recommendations for further action into two main categories (resources and curriculum).

Resources:

- increased enrolment, particularly at the undergraduate level, has stretched faculty resources, particularly given the requirement for CCUPEKA accreditation that 75% of courses be taught by full-time faculty and the unit's participation in the recently established Global Health program. The report recommends adding some alternate stream appointments to support teaching in some areas (eg, the Athletic Therapy Program) and reducing the reliance on overload teaching for current faculty.
- Laboratories in some cases are under-resourced with insufficient or out-of-date equipment.
- Teaching, office and lab space are stretched and geographically disjointed. The report recommends that the planned expansion of the Tait MacKenzie facility include provision for addressing the academic needs of the KHS programs, that the space and infrastructure for the Master of Fitness Science program be enhanced, and that the dedicated academic advisor position be maintained.
- The report identifies opportunities for post-graduate programming in light of the establishment of the College of Kinesiologists of Ontario.
- Graduate student funding would benefit from a strategy to increase the number of external awards and to increase the levels of support students receive from supervisors' research grants.

Undergraduate Curriculum:

- A 'streams' approach is recommended in order to facilitate students' course selection process as is a review of first and second year level requirements with a view to evening out the core requirement load.
- The report recommends consideration of a 90-credit exit degree to facilitate students who are accepted to other professional programs and to improve graduation rates.

Graduate Curriculum:

- The review report recommends maintaining the common graduate seminar, reduced course requirements for the MA/MSc programs and a review of the required course in statistics for all masters' students as well as reduction to or elimination of the PhD 2-half course requirement in addition to seminar requirements.
- A review of electives is recommended to ensure adequate distribution over all areas of focus.
- As the program undertakes a review of timelines and expectations for comprehensive exams and dissertation proposals, it should also ensure that these expectations are communicated clearly to students. Time to completion in the doctoral program would be enhanced by requiring that the supervisory committee be established within 12 months and the coursework and comprehensive exams be completed within 24 months of entrance to the PhD program. An on-line tool to track progress could support initiatives to improve times to completion.

Other: the review report notes that the graduate program would benefit from increased diversity in the student body in the form of greater participation of international students and non-York domestic students.

Note: the review report identified a few issues relating to the CPR process that have been referred to the Vice Provost Academic.

Decanal Implementation Plan (selected)

The Dean's Implementation Plan identified two developments "that will enable both the School and the Faculty of Health to address the challenges and opportunities facing KHS (noted by the reviewers) and sustain the excellence and lead position of its education and research programs." A 2015-2020 Academic and Resource Plan will include strategic directions, actions and outcomes as well as a 3-year faculty and staff complement plan. In addition, implementation of a new University budget model will provide the Faculty and KHS with additional resources.

The plan commits to expanding the Master of Fitness Science, building on existing strength and capacity to align with the Registered Kinesiologist form the College of Kinesiology of Ontario. Increased enrolment is also planned in a number of certificate programs, and curriculum will be streamlined to align with the RKin as faculty complement, staff and space can be allocated to meet the demand.

The plan responds to all recommendations enumerated in the conclusion of the report, provides clear timelines and identifies an individual or office responsible for overseeing the implementation. Many of the recommendations are curricular or programmatic and are under consideration by the graduate or the undergraduate program as part of the development of the Academic Plan 2015-2020. A summary of other key recommendations and actions follows:

- A Task Force has been established to analyse and prepare a plan in 2015-2016 for shared use (KHS and Sport & Recreation) of a major new facility;
- An in-house academic advisor position has been filled and an ongoing advising program is in place;
- A tenure stream professorial appointment has been made in the fields of Athletic Therapy, and planning is underway to revamp the program and identify future complement needs;
- A 90-credit exit degree is under consideration by KHS as part of its 5-year Academic Plan to be completed in May, 2015;
- The recommendation to form supervisory committees in the graduate program was implemented in 2012-2013. A second recommendation related to improving completion times in the doctoral program, that is, that coursework and the comprehensive exam be completed within 12 months of entering the program is under consideration;
- Recruitment of international and non-York domestic students is under consideration by KHS as part of its 5-year Academic Plan to be completed by May 2015;
- The Department Chair, the Associate Dean Research and Innovation and the Graduate Executive Committee have undertaken to consider how best to assist students with external scholarship applications.

Progress on this plan will be provided in the October 2016 follow-up report.

Summary

Kinesiology and Health Studies' strong graduate and undergraduate degree programs are comprehensive and aligned with the Faculty of Health's priorities as well as those of the University Academic Plan. Each program has well-defined program expectations that align to the relevant degree level expectations and learning outcomes for both graduate and undergraduate programs are well-defined. Undergraduate student satisfaction is quite good, and recent innovations to improve it include development of research opportunities for undergraduate students, the addition of experiential learning opportunities, and expanded numbers of online and blended courses. Graduate students report high levels of satisfaction with the educational and research opportunities identifying high quality of supervision, strong sense of community, supportive faculty and strong research focus as areas of strength. The review report provided a fulsome set of recommendations that addressed both units' concerns as well as several areas included in the decanal agenda of concerns. The Dean's Implementation Plan identified two developments "that will enable both the School and the Faculty of Health to address the challenges and opportunities facing KHS (noted by the reviewers) and sustain the excellence and lead position of its education and research programs." The plan responds to all recommendations enumerated in the conclusion of the report, provides clear timelines and identifies an individual or office responsible for overseeing the implementation. Many of the recommendations are curricular or programmatic and are under consideration by the graduate or the undergraduate program as part of the development of the Academic Plan 2015-2020.

Alice J Pitt, Vice-Provost Academic
April 2015



International Studies, Undergraduate, Glendon College

Cyclical Program Review – 2002 - 2012

Final Assessment Report and Implementation Plan_DRAFT

Reported to Joint-Committee on Quality Assurance: March 17, 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 FTEs 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 **Autumn 2014**. **Final Assessment Report accepted in March 2015**. **The 18-month follow-up report due in October 2017**.

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:

- Course 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.

Executive Summary

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.

Alice J Pitt, Vice-Provost Academic
March 2015



Juris Doctor (JD) and Professional LLM, Graduate, Osgoode Hall Law School

Cyclical Program Review – 2007 - 2012

Final Assessment Report and Implementation Plan

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

Program description:

Established by The Law Society of Upper Canada in 1889, and the only accredited law school in Ontario until 1957, Osgoode Hall Law School is the oldest law school in the province, and one of the largest common-law law schools in Canada. Affiliated with York University since 1968, Osgoode remains at the forefront of legal education and innovation, offering the most diverse curriculum and experiential programming in the country. Students graduate with a Juris Doctor (JD), formerly known as the LLB.

In 1996, Osgoode Professional Development (OPD), a division of Osgoode Hall Law School, was created to satisfy the demand lifelong learning and specialized legal education. The Osgoode Professional LLM encompasses more than 15 different specializations. Osgoode Hall Law School also offers a research stream LLM which will undergo a review in 2013-2014.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Professional LLM	257	148	158
Juris Doctor	306	967	320

Reviewers appointed by Vice Provost Academic:

Ian Holloway, QC, Professor and Dean of Law, University of Calgary

Geneviève Saumier, Professeur agrégé / Associate Professor, Faculté de droit / Faculty of Law, McGill University

Markus Biehl, Associate Dean (Academic), and Associate Professor, Management and Information Science, Schulich School of Business, York University

Site Visit: February 23-25, 2014

The reviewers met with key administrative personnel, including senior academic leadership in the University and in Osgoode Hall Law School. In addition the reviewers met with faculty members and groups of students in both the JD program at the Keele campus of York University and the at the Osgoode Professional Development site in downtown Toronto.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Dean of Osgoode Law School is responsible for implementing recommendations as per the Decanal Implementation Plan. Follow-up report due October 2016.

Program Strengths:

- As a leading Law School in the Commonwealth, Osgoode’s reputation, scholarly imprint on the profession and excellent infrastructure attract excellent students to its JD and LLM (Professional) programs.
- Emerging trends in legal education, uncertainties on the horizon and deregulated tuition pose challenges to Canadian legal education that Osgoode



interprets as opportunities that have translated into innovative program changes and responsive student support systems.

- In particular, the Osgoode Public Interest Requirement (2006) and the Praxicum Requirement to apply to all students entering 2015 (JD) support Osgoode's aspiration "to ensure Osgoode graduates have a solid foundation of professional skills required to practice law." Of note is the component of reflection that characterizes experiential learning.
- A "holistic" approach to admission to the JD program ensures broader access for talented individuals attracted to legal education.
- The recently renovated physical space, including the Library, benefits faculty, students and staff, providing "bright, modern and functional space in which to study and work."
- Close to 3/4's of the students surveyed report high quality teaching in most or all of their courses.
- An impressive range of professional development foci and nimbleness in terms of capacity to respond to changes in the professional landscape combined with well-integrated use of technology respond to the needs of practicing professionals and provides financial support for the JD program.

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

- Osgoode must continue to plan for a range of career paths for those with a legal education and anticipate the possibility for the disappearance of Articling.
- Evaluation of the admissions process is needed to ensure effect and sustainability of the holistic approach.
- The area of private law seems underrepresented in current complement and recruitment plans.
- Assessment practices and grade distribution should be reviewed, and new initiatives, such as the Praxicum, need to be evaluated.
- Counseling and advising programs, as well as the Wellness Program should be assessed in light of student concerns about effectiveness and levels of awareness.
- A review of the Career Development Office is warranted in light of student concerns about effectiveness and accessibility.
- Admissions standards to the LLM (Professional) may pose a risk to the reputation of the program and should be reviewed. A second reputational issue concerns the use of a single degree designation (LLM) for research Masters' (not reviewed here), professional Masters' and foreign-trained lawyers: are more discrete designations warranted?

Decanal Implementation Plan (selected)

The "Response to Cyclical Review Report" from Dean Lorne Sossin describes the circulation of the Report to members in positions of leadership within the School for feedback and that provides the basis for an implementation plan. The dean's response includes a commitment to broader circulation at the start of the 2014-2015 academic year.

The Dean's Implementation Plan addresses each recommendation as summarized above. A summary of the plan documents includes the following commitments and responses:

- Osgoode is prepared to 'embrace nimbleness': its curriculum, with its emphasis on experiential learning, are under constant review, it seeks opportunities for

innovative collaboration, it has struck a working group on the issue of articling that will lead to extensive consultations in 2014-2015.

- JD admissions process involves the participation of the admissions committee; and documents the value of the holistic approach: approximately 30% are admitted on a 'presumptive' basis where excellence is in clear evidence; a further 65% are admitted upon closer analysis of the complete file, and 7% of admissions involve an interview. Review of the process is ongoing.
- Osgoode's faculty complement plan is based on a priority framework that goes beyond traditional areas of legal training and research. It has recently filled one senior and one junior position in Private Law.
- The School's Academic, Planning and Procedures Committee will review the grading system in 2014-2015.
- The Office of Experiential Education will support the integration of the Praxicum, and APPC will be asked to revise the course evaluation questionnaire to reflect the new requirement.
- The plan identifies 2015, after 3 years of the new model for providing counseling and advising, as the appropriate time to evaluate its effectiveness and notes Osgoode's participation in an Ontario initiative to develop online resources for mental health to be launched Fall 2014.
- The plan agrees with the value of reviewing the effectiveness of the Career Development Office and suggests that a focus group study and/or a working group might be the most effective approach. The follow-up report will report on this initiative.
- Osgoode is confident that admitting students with less than a B average on an exceptional basis is warranted by several contextual factors that are taken into consideration and agrees that more study is needed to conclude whether or not further differentiation is needed in terms of masters' level degree designations. The dean notes that the LLM (research) is in the process of its CPR, thus providing an opportunity to follow-up on this recommendation.

The October 2016 follow-up report will provide an update on these plans.

Summary

Osgoode Law School is highly regarded for its excellence in the JD and LLM (Professional) programs. Recent renovations have enhanced the quality of space for staff, faculty and students, and the School has undertaken innovative approaches to revising its curriculum in light of its own and York University's values and a changing landscape for legal education. In particular, new JD requirements emphasize experiential learning with the clear objective to provide relevant professional preparation for a range of areas of practice, and emerging professional development needs of practicing lawyers are identified and acted upon with ongoing programmatic changes and delivery flexibility provided by the use of technology. Student concerns about assessment and the Career Development Office as well as questions about the effectiveness of counseling and advising services are addressed in the dean's implementation plan that identifies approaches, responsible participants and timelines. A recommendation to develop a distinct degree designation for the LLM (Professional) to differentiate its more clearly from the LLM (Research) will be taken up in the cyclical program review of the LLM (Research) and PhD programs that is underway.

Alice J Pitt, Vice-Provost Academic
April 2015



Nursing – MScN (Faculty of Health)

Cyclical Program Review – 2005-2011

Final Assessment Report and Implementation Plan

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

Program description

The Masters of Science in Nursing Program was approved by the York Senate and the Ontario Council of Graduate Studies (OGS) to admit students in May, 2005. In September 2007 the Primary Health Care Nurse Practitioner (PHCNP) field began to admit students. In November 2007 Senate approved further changes to the MScN program, including a pure distance model, an on-campus model, and elimination of the Major Research Project and introduction of a thesis option. The most recent change to the program in 2010 allowed for fast-track admissions of qualified Registered Nurses into the program by providing them the opportunity to first complete 30 credits of undergraduate coursework before proceeding into graduate study.

Program	Accepts 2013	Enrolment 2013	Degrees Awarded 2013
MScN	53	141(Heads)/ 70 FTEs	98

Reviewers appointed by the Vice-Provost Academic:

Dr. Dauna Crooks, Professor (Former Dean), Faculty of Nursing, University of Manitoba
 Dr. Lynnette Leeseberg Stamler, Professor and Associate Dean, Department of Graduate Nursing, College of Nursing, South Dakota State University
 Dr. Karen Swift, Faculty of Social Work, York University

Site Visit: March 17 and 18 2013

The reviewers met with Alice Pitt, V-Provost Academic, Harvey Skinner, Dean, Faculty of Health, Barbara Crow, Dean of the Faculty of Graduate Studies, Claire Mallette, Director of the School of Nursing and Associate Professor, as well as other academic leaders in the School. In addition they spoke with support staff, the dedicated librarian and the University’s Chief Information Officer,

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due October 2016.

Program Strengths:

- Program aligns well to UAP: its on-line delivery enhances access for working nurses, its dedication to exploring e-learning contributes to the quality of pedagogy, and it provides experiential learning components (Advanced Nursing Practicum);
- Program balances research, theory and practice that are built on a foundational values of social justice, critical thinking, health, and transformative education;
- Beyond core requirements, electives promote capacity in leadership, education or advanced clinical practice;
- GDLES are well-developed with 2 identified for enhancement (2, Research and Scholarship; 4, Professional Capacity and Autonomy); moreover, most CAN-ANP competencies are addressed;
- Strong library support is available;
- A majority of students rated the program as excellent (20%) or very good (49%), and a separate focus group with participants in the Nurse Practitioner stream identified supportive instructors, evening classes, and clear website for Consortium as program strengths.



Opportunities for Program improvement (selected):

- Reaffirmation or reconceptualization of SON's philosophy with focus on human science to better inform curriculum coherence and alignment of assessment practices;
- Revisions to curriculum to create stronger developmental pedagogy, to address concerns about unevenness in terms of course workload, to streamline course offerings, and to ensure full integration of all GDLE's;
- Development of a stronger sense of community among students: develop orientation to inform students about expectations, potential work with faculty, etc; explore blended delivery models; work with alumni; celebrate success;
- Continuation of efforts to build research culture and expectations for faculty and students; and provide opportunities for faculty and staff development;
- Development of partnerships with other Faculties to support elective streams;
- Enhancement of support to develop e-learning.

NOTE: The program is in the process of developing a PhD proposal. The review team provided advice in terms of development of program objectives to meet PhD requirements, the need to build expertise in PhD supervision, the need to differentiate the PhD from other GTA offerings.

Decanal Implementation Plan (selected):

The review report prioritized its recommendations in 3 categories: those requiring immediate attention, short term attention and intermediate terms attention. The decanal implementation plan makes use of this organizing structure:

Immediate Attention:

- The plan commits to having an Associate Director, Research and Graduate in place by July 1, 2015 to support the program in their efforts to revisit the program philosophy, address curriculum issues and harmonize student learning expectations consistent with GDLE's.
- In the meantime, the plan identifies the Associate Dean, Teaching and Learning and the Associate Dean, Research and Innovation as Faculty resources for the preparation of a proposal for program modification and clarification of admission criteria, policies for monitoring student progress, communication of policies to students, and development of an orientation for incoming students. Implementation for these aspects is expected for Fall, 2015.

Short Term:

- The plan reports on a request to the SON to develop a policy that articulates criteria for teaching load reductions based on graduate and undergraduate student supervision and engagement in major research programs with external funding;
- The plan acknowledges existing awards for students and faculty and encourages the SON to create awards for excellence within the school; the SON will benefit from the faculty's outreach plan to alumni, the implementation of which will be supported by a Faculty-based staff position;
- The plan identifies several inter-Faculty partnerships and the role of Nursing in the Global Health BA/BSc program and the newly established centre for positive aging, YU-CARE. The development of a PhD program should further encourage cross-appointed faculty;
- The SON will benefit from a Faculty-wide initiative, led by the Associate Dean, Teaching and Learning, to expand e-learning, including blended learning approaches, that will develop a 7-year strategy over the course of 2014-2015.

Intermediate Term:

- The plan takes notice of recommendations to encourage and provide incentives for SON faculty members who wish to pursue doctoral level studies, to increase funding for students, and to assess the feasibility of providing graduate level education to international students.
- A proposal to develop a PhD in Nursing is in the approval process.

The October 2016 follow-up report will provide an update on these plans.

Summary

The MSc in Nursing provides a generic stream, with electives in 3 areas (education, leadership and advanced clinical practice) in an on-line format; a Nurse Practitioner stream serves full and part-time students with courses available in the evening. The program has developed significantly since its inception in 2005, and the review process has provided a timely assessment of strengths and opportunities for enhancement in terms of program delivery, curriculum; policies guiding admissions and student progress; and development of opportunities for faculty-student as well as inter-faculty and SON-professional alumni collaboration. The detailed recommendations on the part of the reviewers have been taken up at the level of the program with responsibilities and timelines for developing responses clearly articulated. The decanal implementation plan supports the implementation of many of the recommendations and addresses several key issues (eg., the need for support in the ongoing development of e-learning pedagogical innovation) with the identification of Faculty-level strategies and initiatives.

The Dean and the program are invited to address a point of variance between the timelines he proposes for the development of proposals for program changes (2013-2014) and the program's view that many of reforms are dependent upon the identification of an Associate Director, Research and Graduate which is scheduled to occur in July 2015. While the review was confined to the MSc in Nursing program, the review report's thoughtful commentary and advice with respect to the program's aspirations to develop a PhD program provides a welcomed lens for ensuring that resolving issues and enhancing the quality at the masters level will prepare the ground for the School of Nursing's development as a provider of innovative and excellent quality graduate education in Nursing at the masters and doctoral levels. It is in this light that the dean is further invited to provide a response to the recommendation that SON faculty members be encouraged to pursue doctoral study.

Alice J Pitt, Vice-Provost Academic
April 2015



SOCIOLOGY – Undergraduate, Glendon College

Cyclical Program Review – 2005 - 2012

Final Assessment Report and Implementation Plan

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

Program description:

Sociology is one of the eight departments created in 1968 when Glendon College was founded and as such has a long and established history. Sociology courses are popular as electives at Glendon and faculty actively participate in the Graduate Studies programs offered by York University, as well as Master’s in Public and International Affairs offered at Glendon.

Degree options include Specialized Honours BA and International BA (IBA) (bilingual or trilingual), the Honours BA or IBA, the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
M1, M2, Minor - 164	22	112	BA Hons – 24; BA - 14

Reviewers appointed by the Vice-Provost Academic:

Arnaud Sales, Emeritus Professor, Université de Montréal, Département de sociologie
 Douglas Baer, Professor, Victoria University, Sociology Department
 Bettina Bradbury, Professor, York University, Department of History and School of Gender, Sexuality and Women’s Studies, Faculty of Liberal Arts and Professional Studies and Glendon College, York University

Site Visit: March 20-22, 2013

During the site visit the reviewers met with Senior Academic Leadership from the University and from Glendon College, including Kenneth McRoberts, Principal, Glendon College, Stuart Schoenfeld, Actual Chair of the Department of Sociology, Brian Singer, Future Chair of the Department of Sociology, Sarah Coysh, Head Leslie Frost Library. In addition the reviewers met with faculty members, administrative staff and undergraduate students.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due October 2016.

Program Strengths:

- The program’s objectives are clear and well-aligned with the mission of Glendon College; its distinctive curriculum recognizes that differences in the social experiences and cultural influences between French and English languages translate into differences in the theoretical perspectives and disciplinary concerns of the two sociological communities. Further distinctiveness to each comes from a Canadian lens; the bilingual sociology



program provides access to this pluralism in sociology.

- The program serves students majoring in sociology in preparation for graduate study, students who study sociology as career preparation, and those for whom sociology is part of a liberal arts degree. It offers courses on classical and contemporary theory, qualitative and quantitative research methodologies, and courses on various specialty branches to provide a grounded and diverse curriculum.
- Sociology makes a significant contribution to interdisciplinary programs at Glendon and faculty support graduate programs in Social and Political Thought, Sociology, and Public and International Affairs.
- Full-time faculty members are active researchers.
- Students report higher than the Glendon average satisfaction rates, and program learning outcomes emphasize transferable skills (critical reading and thinking, ability to gather, assess and communicate information of various kinds, ability to learn on one's own, and the ability to communicate effectively in both oral and written presentations).

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

- Faculty complement renewal to ensure the integrity of the program, increase the number of courses taught by full-time faculty members, and strengthen research activities are top priorities.
- The number of courses taught in French needs to be increased to maintain Glendon's unique bilingual character, and English and French versions of basic software should be made available.
- A bibliographical research module should be integrated into one of the core courses to ensure that students develop an awareness of available resources.
- A co-ordinating committee should be established with Glendon and LA&PS to "create synergy for both graduate and undergraduate programs."
- The department should develop a *Certificat d'études enquête de terrain en sciences sociales* to support student professional development and provide experiential learning opportunities.
- The department sees a benefit in providing increased summer offerings.
- A general recommendation for Glendon calls for improved support for students enrolled in the Faculty of Education's Bachelor of Education program (concurrent) housed at Glendon. More germane to sociology is the suggestion that the level of support provided to students who combine a sociology course with a course providing French credit, such as FSL 2010.

Decanal Implementation Plan (selected)

The Principal provided a thorough response to each of the review report's recommendations. A summary of actions to be implemented in key areas follows:

- The Principal agrees that faculty complement renewal is required and urges the department to establish strategic priorities; at the same time, the department's expression of willingness to be open to opportunities that may arise is welcome.

- While it is not realistic to increase the proportion of courses delivered by full-time faculty, the Principal notes that an effort is being made to have compulsory courses taught by full-time faculty.
- The Principal points out that the provision of courses taught in French is tied to the number of Francophone students; software is available in both languages, and the plan commits to improving awareness.
- The department will integrate a bibliographical research module in a 2000-level introductory course for January 2015.
- The Principal agrees with the department that informal communication between Glendon and LA&PS is working well.
- The department has developed a proposal for a *Certificat d'études enquête de terrain en sciences sociales*, but approval and implementation will have to be reassessed as the faculty composition evolves.
- The Principal agrees that support for sociology students enrolled in the B.Ed is important and depends on the availability of resources. The form French support for disciplinary courses takes will be determined by way of a Faculty policy, and when it has been developed, the sociology program will benefit from its implementation. No timeline provided

Progress on actions will be provided in the October 2016 follow-up report.

Summary

The program's objectives are clear and well-aligned with the mission of Glendon College; its distinctive curriculum recognizes that differences in the social experiences and cultural influences between French and English languages translate into differences in the theoretical perspectives and disciplinary concerns of the two sociological communities. The program and the reviewers of the program brought forward a number of recommendations to which the Principal has provided a thorough response.

Alice J Pitt, Vice-Provost Academic
April 2015

SOCIOLOGY – Undergraduate and Graduate

(Faculty of Liberal Arts and Professional Studies and Faculty of Graduate Studies)

Cyclical Program Review

Cyclical Program Review – 2005 - 2012

Final Assessment Report and Implementation Plan_DRAFT 1

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

Program description:

Sociology is one of the subjects taught at York University since its inception in 1959. Three Sociology departments existed through to 2009, one at Glendon College (a separate review was done of this program), one at the Faculty of Arts and one at Atkinson College, an evening college with programs designed to support mature and part-time students. In 2009 the Faculty of Arts and Atkinson College merged to form the Faculty of Liberal Arts and Professional Studies; the two Sociology departments on the Keele campus became one unit. This is the first review of that new unit.

Sociology courses may be taken towards a BA and Honours BA degrees, with specialized honours, honours double major, double major interdisciplinary (linked), honours major minor and minor options.

The graduate program in Sociology, which is support by faculty members from both the Keele and Glendon programs, offers MA and PhD programs, with fields identified as Critical Social Theory; Culture and Identities; Global Sociology; Nature/Society/Culture and Processes, Practices and Power.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate (M1,M2, Minor)	500	2249	BA Hon: 259; BA 254
MA	16	22	16
PhD	12	54	9

Reviewers appointed by the Vice-Provost Academic:

Arnaud Sales, Emeritus Professor, Université de Montréal, Département de sociologie
 Douglas Baer, Professor, Victoria University, Sociology Department
 Bettina Bradbury, Professor, York University, Department of History and School of Gender, Sexuality and Women’s Studies, Faculty of Liberal Arts and Professional Studies and Glendon College, York University

Site Visit: March 20-22, 2013

Reviewers met with Alice Pitt, Vice-Provost, Academic, Kim Michasiw, Vice-Dean, Liberal Arts and Professional Studies (LAPS), Barbara Crow, Interim Dean, Faculty of Graduate Studies, Nancy Mandell, Chair of Sociology, LAPS, Kathy Bischooping, Graduate Program Director, Larry Lam, Undergraduate Program Director, York University librarians, faculty members from the graduate programs, doctoral and MA students and undergraduate students.

Outcome: The Joint-Committee on Quality Assurance recommends a meeting with the Dean and the Graduate Program to clarify responses to several recommendations and



actions to be taken.

Program Strengths

- The LAPS Department is one of the largest in Canada, and it draws part of its strength from the much smaller bilingual program at Glendon. As a result of these combined strengths, which are grounded in research profiles of faculty as well as program design, York's international reputation in Sociology is deemed to be strong.
- The breadth of the discipline of Sociology is well-represented in the large undergraduate and graduate programs with offerings in both traditional and emergent fields to both majors and many students from other programs at both graduate and undergraduate levels. The latter demonstrates a strong commitment to liberal arts education and interdisciplinarity with local and global social justice perspective.
- The program objectives are clearly articulated and strongly aligned with University and Faculty missions which stress accessibility, excellence in research, teaching and York's commitment to be an 'engaged university.' The 90-credit BA is seen as one indicator of the unit's commitment to accessibility, while the Specialized Honours is viewed as providing the potential for well-qualified student to enter directly to a PhD program. Assessment appears to be appropriate; however, the review report reminds the unit of the importance of aligning course assignments to outcomes in ways that are transparent and rigorous.
- The undergraduate curriculum is inclusive with development of foundational knowledge and skills built into the program structure and excellent choice at upper year levels. The diversity of the curriculum is equally well-represented in the graduate program offerings.
- The PhD program is defined by five wide-ranging fields with a large number of defined comprehensive areas that typically have a sufficient number of faculty members attached to them.
- The MA has a thesis option that includes development of a sustained research program, considered to be the 'gold-standard' for the discipline.
- Library resources including the openness of librarians to providing workshops are impressive.
- The undergraduate student association is very active and engaged and is well-supported by faculty members.

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

The Review Committee provided separate Reports for the undergraduate and graduate programs, each grounded in a fulsome discussion of issues affecting Sociology as a discipline and under debate in university departments in Ontario and Canada. In places, a comparative perspective provides a sense of how other departments have addressed similar issues or challenges; in other places, it points to York's distinctiveness and opportunities to enhance it.

In this section of the Final Assessment Report, recommendations that were included under Section 10: Summary and Recommendations are summarized thematically for both programs:

- Faculty:

- Enhance visibility of faculty research activities internally (at the Department and University levels) and externally;
- Define ‘public engagement’ and enhance visibility of perspective as a defining feature of faculty and department activities.
- Support more faculty members’ movement from Associate to Full Professor.
- Program administration:
 - In response to the decanal agenda of concerns, the review team explored the issue of the department’s governance structure and concluded that the committees work well to foster collegial decision making. However, increasingly onerous responsibilities and decreased release time for those in key positions make such positions unattractive;
 - Efforts should be made to stagger terms of appointment in order to ensure continuity within the administrative team.
- Space: Significant improvements to the provision of graduate student and part-time instructor space are necessary to enhance graduate student culture and the capacity to meet with undergraduate students. Minor improvements to the graduate student computer lab’s equipment and software would enhance student experience.
- Program Design and Supervision:
 - Review MA requirements and consider course-based models. The thesis-based option is not considered viable in the current funding model;
 - Continue to review graduate program fields and their articulation with comprehensive sub-areas and faculty research areas;
 - Develop timetable of progression requirements and identify an interim supervisor upon admission;
 - Reduce PhD course requirements for students with prior degrees in Sociology, consider a fast-track progression from MA to PhD as well as differentiated requirements for students entering without Sociology background;
 - Review comprehensive requirements and consider a ‘thesis by article’ policy in order to improve times to completion and enhance career prospects in the academy;
 - Review graduate program level expectations in light of expectation that many PhD graduates will enter non-academic positions.
- Curriculum:
 - Consider addition of ‘Key Debates’ course for PhD students;
 - Consider ways to articulate ‘public engagement’ within curriculum;
 - Review methods requirements and consider ways to ensure opportunities to develop quantitative skills within graduate program;
 - Library skills should be better integrated into more courses at the undergraduate level.
- Students:
 - Improved tracking of alumni would benefit the undergraduate program;
 - Undergraduate student advising needs improvement.

Decanal Implementation Plan (selected)

The graduate and undergraduate programs provided fulsome responses to the review

reports, identifying many areas where actions have already been undertaken and suggestions they plan to consider more fully. In addition to providing a plan for responding to several recommendations as they arise in the reports or in Sections 10: Summary and Recommendations, the dean identifies two areas of disagreement with the review report and the program and some review report recommendations with which he agrees but that are not supported by the program. While the Dean would prefer that the unit reconsider the current 80-student cap on an entry level Theory and Methods course in order to free full-time faculty for more upper-level courses and increase the major course requirement to 48 credits, he is willing to let matters stand for the time being. The second issue concerns the review report's support for an initiative to require a C+ in Sociology courses as a graduation requirement as opposed to the requirement of a C+ GPA over all. The Joint Committee is persuaded that this may be a matter for further discussion with the program.

An accompanying spreadsheet summarizes actions to be taken, identifies participants, and indicates timelines on the following:

- There is a plan in place for faculty renewal that takes into account the possibility for refinements arising from actual versus impending retirements as well as the availability of resources for implementation. The Dean's Office agrees to consider multi-year CLA appointments on a case-by-case basis.
- The Dean's Office is committed to working with the program to ensure the best possible fit between TA qualifications and assignments.
- The Dean's Office has a 10-year space plan that is integrated into university plans.
- The Dean's Office will work with the Department to find ways to address the Department's concerns about the level of work associated with academic administrative positions.
- The Dean's Office is working with VP Advancement to improve capacity to track graduates of the programs.
- The Dean's Office identifies significant progress in terms of managing the demands made upon Sociology to provide courses for other units within LAPS and is committed to further developments in this area.
- Student Academic Advising has been identified as an issue across the university, and efforts have been undertaken to clarify roles and responsibilities and to develop a model for co-ordinating service delivery. The Dean's Office is committed to ensuring ongoing progress in this area.
- The Associate Dean of Research has developed a plan for heightened visibility of faculty members' research profiles and accomplishments. A recently-hired Faculty Director of Strategic Communications is responsible for working with University Communications to increase the Faculty's research profile within the University and beyond.