



# York University Senate

## Notice of Meeting

Thursday, June 16, 2016, 3:00 pm  
Senate Chamber, N940 Ross Building

### AGENDA

	Page
1. Chair's Remarks (G. Comninel)	
2. Business Arising from the Minutes	
3. Inquiries and Communications	
4. President's Items (M. Shoukri)	
a. Kudos Report.....	1
<b>Committee Reports</b>	
5. Executive Committee (L. Beagrie) .....	7
a. Senate Appeals Committee: Expansion of Membership (Appendix A) .....	12
b. Senate Elections: Nominees for Senate Committees and Other Positions	
6. Academic Standards, Curriculum and Pedagogy (F. van Breugel) .....	30
a. Bachelor of Environmental Studies Program, Faculty of Environmental Studies: Changes to Degree Requirements (Appendix A).....	35
7. Awards (R. Kenedy).....	75
8. Appeals (V. Saridakis) .....	77
a. Changes to Appeals Procedures (For information)	
9. Academic Policy, Planning and Research (R. Pillai Riddell) .....	90
a. Centre for Automotive Research: Chartering (Appendix A) .....	94
b. Perspectives on Planning in 2016 (Appendix B).....	100
c. Spring Report of the Provost and Vice-President Finance and Administration	

**Note:** Documentation for item 9 c. will be posted in advance of the meeting.

# York University Senate

- 10. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (R. Pillai Riddell / F. van Breugel) ..... 119
  - a. Report of the Joint Sub-Committee on Quality Assurance (Appendix A)..... 120

11. Other Business

## Consent Agenda

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

- 12. Minutes of the Meeting of May 26, 2016 ..... 153
- 13. York University – Humber College Joint Program in International Project Management, Faculty of Environmental Studies (ASCP report, item 6. b. Appendix B, page 63)
- 14. York University – Seneca College Dual Credential Program in Urban Sustainability, Faculty of Environmental Studies: Changes to Degree Requirements (ASCP report, item c, Appendix C, page 71)
- 15. York University – Fleming College Dual Credential Program in Ecosystem Management Technology, Faculty of Environmental Studies : Changes to Requirements (ASCP Report, item d, Appendix D, page 73)

M. Armstrong, Secretary



# THIS IS EXCELLENCE KUDOS REPORT

MAY - JUNE 2016



This spring York University celebrated the official opening of [the Lillian Meighen Wright Centre](#), the landmark building of York's new EcoCampus in Costa Rica.



[Schulich School of Business](#) ranked 16<sup>th</sup> in the world and first in Canada in the annual global MBA survey conducted by América Economía.



On May 19, York Lions athlete [Brittany Crew](#) hit the Olympic standard in shot put at the Tucson Elite Throwers Classic at the University of Arizona, bringing her one step closer to qualifying for the 2016 Rio Olympics.



Recent Faculty of Education graduate [Cristyne Hébert](#) was awarded the Canadian Association for Teacher Education (CATE) recognition award for her PhD dissertation entitled "(Student) Teaching Inside the Box: Stories of Teaching and Learning In and Against the edTPA." Dr. Hébert is completing her postdoctoral research at York's Institution of Research on Digital Learning.



The Mirkopoulos family and [Cinespace Film Studios](#) donated \$2.5 million to support the creation of York’s AMPD Motion Media Studio.



York honorary degree recipient [Rosalie Abella](#) (LLD '91) was the first Canadian woman to receive an honorary degree from Yale University.



York theatre alumnus [Jeremiah McNama](#) was recognized for his role in developing the wildly successful “We The North” Raptors slogan.



York is hosting the [2017 North American Indigenous Games](#) (NAIG), which will take place in Toronto and Ontario for the first time thanks to provincial and federal funding commitments.



Daniela Mastrocola, a graduate student in the York-Ryerson Communications and Culture program, and York Banting Post-Doctoral Fellow Mary Elizabeth Luka, were the inaugural winners of [The Canadian Radio-television and Telecommunications Commission Prize](#) for Excellence in Policy Research.



Faculty of Education Distinguished Research Professor [Deborah Britzman](#) was awarded the CATE Lifetime Achievement Award for her contributions to research in teacher education.



Schulich MBA student [Olena Sapojnikova](#) won *The Globe and Mail's* Young Marketers Competition. She will represent Canada with her partner Christian Di Vincenzo in the international case competition in Cannes.



On May 31, York University announced a \$1-million gift from Professor Emeritus [Allan Carswell](#) and the Carswell Family Foundation to establish Carswell Scholarships for graduate students in the Faculty of Science and the Lassonde School of Engineering.



Biology professor [Logan Donaldson](#) received a research and travel grant from the Burroughs-Wellcome Fund to collaborate with colleagues in Poland on E. Coli research.



Mathematics & Statistics professor [Seyed Moghadas](#) received a CIHR Knowledge Dissemination Grant to support a workshop to be held in the fall.



Political Science professor [Leah Vosko](#) was the first recipient of the Charles Taylor Prize for Excellence in Policy Research, presented by the Broadbent Institute.



Lions middle hitter [Arthur Szwarc](#) was named to Volleyball Canada's national B team. Former Lion and three-time CIS all-Canadian Ray Szeto was also named to the team.



Lassonde professor [Sushanta Mitra](#) and his team of York researchers developed a hydrogel-based rapid detection system that reduces the time it takes to detect E. coli in drinking water.





York's Vice-President of Finance and Administration [Gary Brewer](#) has been selected as the winner of the 2016 Ken Clements Distinguished Administrator Award, the most distinguished prize awarded by the Canadian Association of Business Officers (CAUBO).



Lassonde's Assistant Dean of Inclusivity & Diversity [Marisa Sterling](#) received the Meritorious Service Award for Community Service at the Engineers Canada Awards Gala.



In collaboration with York University, [Classy Cyborgs](#), a team of young students from Aurora, won the second place prize of \$50,000 in the CST Inspired Minds Learning Project for their Treasure Box Braille Learning System.



On June 2, a gathering was held at Kaneff Tower to celebrate the late [Barbara Turnbull](#)'s donation of a collection of paintings by Chancellor Emeritus Roy McMurtry to York University. Barbara Turnbull received an honorary degree from York in 2012.



Osgoode JD student [Diana Pegoraro](#) was awarded the 2016 Torkin Manes/WLAO Trailblazer Award by the Women's Law Association of Ontario.



Faculty of Health professor and Scientific Co-director of the Promoting Relationships and Ending Violence Network (PREVNet) [Debra Pepler](#) was awarded an honorary degree from Queen's University.



Emmy Award-winning School of the Arts, Media, Performance and Design alumna [Debra Brown](#) was recognized with an honorary degree from Wilfred Laurier University/Nipissing University.

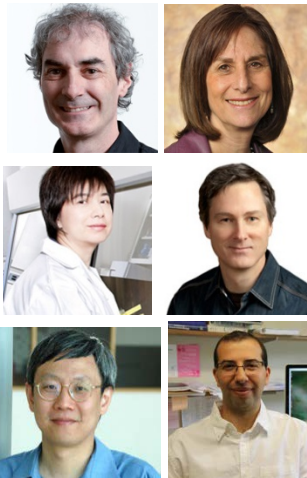


The University has been awarded three CASE Circle of Excellence awards – 1 Gold and 2 Silver – for marketing and communications campaigns ('Yes to York' and '[Open Your Mind](#)') and [stories](#) that demonstrate overall quality, innovation, use of resources and impact on the institution.

## APPOINTMENTS



[Dr. Carl James](#) was appointed York's Jean Augustine Chair in Education for a five-year term, effective July 1, 2016. Dr. James has been a part of York's Faculty of Education since 1993, and was the founding director of the York Centre for Education and Community.



Six emerging and established researchers from across the University are newly appointed [York Research Chairs](#):

- **Nantel Bergeron**, professor in the Department of Mathematics and Statistics, Faculty of Science, was awarded a Tier 1 York Research Chair in Applied Algebra.
- **Ellen Bialystok**, Distinguished Research Professor in the Department of Psychology, Faculty of Health, was awarded a Tier 1 Walter Gordon York Research Chair in Lifespan Cognitive Development.
- **Chun Peng**, professor in the Department of Biology, Faculty of Science, was awarded a Tier 1 York Research Chair in Women's Reproductive Health.
- **Stepan Wood**, professor at Osgoode Hall Law School, was awarded a Tier 1 Chair in Environmental Justice and Sustainability.
- **Jimmy Huang**, professor and director of the School of Information Technology, Faculty of Liberal Arts & Professional Studies (LA&PS), was awarded a Tier 2 York Research Chair in Big Data Analytics.
- **Amro Zayed**, assistant professor in the Department of Biology, Faculty of Science, was awarded a Tier 2 York Research Chair in Genomics.



Schulich adjunct professor [Trina McQueen](#) was appointed Vice-Chair of TVO's Board of Directors.



Mathematics & Statistics professor [Tom Salisbury](#) was appointed Associate Director of Industry Liaison at the Fields Institute.



York alumnus [Daniele Zanotti](#) was appointed Chief Executive Officer of the United Way of Toronto and York Region.



## Executive Committee – Report to Senate

At its meeting of June 16, 2016

The Executive Committee met on June 7, 2016 and makes this report to Senate for action and information.

### FOR ACTION

#### 1. Candidates for Election to Senate Committees

Senate Executive recommends the following candidate for election to a Senate Committee with non-designated seats for a three-year term beginning July 1, 2016 and ending June 30, 2019. 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 nominations may be forwarded to Senators prior to the meeting of June 16.

Final approval for a 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 June 20.

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

Vivian Saradakis, Associate Professor, Biology, Science

### NOTICE OF MOTION

#### 2. Increase in the Membership of the Senate Appeals Committee (Statutory Motion)<sup>1</sup>

It is the intention of Senate Executive to recommend

that Senate approve an increase in the number of faculty members on the Senate Appeals Committee from eight to nine.

---

<sup>1</sup> Amendments to statutes are approved in two stages, the first of which is notice of a statutory motion. When notice of motion is on the agenda, Senators may comment on substantive matters within the normal rules applying to consideration of information items.

## Executive Committee – Report to Senate

Senate Executive has accepted a proposal from the Appeals Committee to increase the number of elected faculty members from eight to nine for the reasons spelled out in correspondence from SAC’s Chair. A modest increase will help the Committee construct panels in ways that will reduce the possibility of postponements due to a lack of members’ availability.

Current Composition	Proposed Composition
<p><b>a) Voting Members</b></p> <p><b>Eight</b> faculty members elected by Senate Three students</p> <p><b>b) Non-Voting Members</b></p> <p>Chair of Senate Secretary of Senate President of the University Vice-President Academic and Provost</p>	<p><b>a) Voting Members</b></p> <p><b>Nine</b> faculty members elected by Senate Three students</p> <p><b>b) Non-Voting Members</b></p> <p>Chair of Senate Secretary of Senate President of the University Vice-President Academic and Provost</p>

Approved by SAC April 7, 2016  
Approved by Senate Executive June 7, 2016

Documentation is attached as Appendix A.

### FOR INFORMATION

#### 3. Remaining Senate Committee Vacancies

The Executive Committee continues to seek prospective candidates to fill remaining vacancies on the Tenure and Promotions and Tenure and Promotions Appeal committees. Suggestions or expressions of personal interest are welcome. The next Vice-Chair is also being sought.

#### 4. Election Results

As a result of the e-vote conducted from May 31 to June 7, the following individuals have been elected to the Senate Appeals Committee:

- Jan Hadlaw, Arts, Media, Performance and Design
- Beryl Pilkington, Health
- Simone Pisana, Lassonde
- Michael de Robertis, Science

If Senate approves an increase in the membership of SAC as proposed in the notice of motion, the individual receiving the fifth highest number of votes will also be elected to the Committee.

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

A vote was also held to determine Senate's nominee to the Board of Governors. The name of the individual designated in this manner will be announced after the Board approves the nomination.

### **5. Summer Authority**

As provided for in the rules of Senate, the Executive Committee affirms that

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

### **6. 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 recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred and, as a result, six individuals have been included in the pool.

A priority for Senate Executive and the Sub-Committee is the creation of a pool of prospective honorary degree recipients that is diverse and reflective of the University's mission and values. We call on the community – including Senators – to help in the process of identifying worthy candidates to create an inclusive pool.

The process is straightforward and requires only a modest investment of time. Nominators are asked to furnish a brief profile of candidates and arrange for one or two letters of additional support. As always, suggestions are welcome from individuals. Faculty Council awards committees should also consider adding honorary degree nominations to their yearly agendas (bearing in mind that the names of individuals suggested must remain strictly confidential).

If you require assistance or have any questions about the process please contact Robert Everett of the University Secretariat.

### **7. Institutional Integrated Resource Plan Working Group Plans and Senate**

Senate Executive understands that IIRP working groups are now finalizing their reports. Some working groups are expected to be make recommendations to Senate and its committees, or to address issues within Senate's mandate. The Committee has asked that Senate be provided with an update at the soonest opportunity.

### **8. Senate Attendance in 2015-2016**

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

Senate attendance in 2015-2016 fell somewhat from the previous year but the overall average turnout was in line with recent patterns. Although the results are somewhat disappointing, the Committee is aware that many Faculty Councils are struggling to promote attendance and participation. Some have even been forced to cancel meetings due to a lack of quorum. It is proving difficult to populate committees fully and in a timely fashion.

The University Academic Plan 2015-2020 emphasizes the need to enhance collegial governance, and commits to “facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes.” Of course, the UAP itself will be a focal point for the work of Senate and its committees, and one suggestion for promoting engagement is to highlight each of the seven priority areas of the document over the course of Senate meetings in 2016-2017. This would be consistent with APPRC’s emphasis on “making the UAP matter.” Members of Senate Executive also explored other possibilities for encouraging attendance, including the following:

- stressing Senate’s centrality and uniqueness, and the unparalleled opportunities it affords for knowledge acquisition and sharing, and engagement with the most pressing issues of the day
- inviting committees to promote awareness of emerging topics or solicit input from Senators at an early stage of policy development – so-called “facilitated discussions”
- supplementing the annual survey of Senators – which includes a question about items that could engage Senate – with a canvas early in the year
- reminding Senators of the important role they play in linking Senate with their Faculties and local units

Additional suggestions are welcome, and can be communicated to the Secretary of Senate or the secretaries of Senate committees.

Documentation is attached as Appendix B.

### **9. Faculty Council Membership Lists Approval**

In accordance with Senate rule A III. 3 the Committee has approved the 2015-2016 membership lists for the Faculty Councils of Environmental Studies, Glendon and Graduate Studies. The Committee’s decision was based on a recommendation from the Secretary after a review of lists confirmed that they were in full compliance with applicable Senate and Council rules. This concludes the annual approval exercise. Every effort will be made to expedite the review and approval process in future.

### **10. Senate Committee Priorities Progress Report**

Senate committees establish priorities for the year in the autumn, track progress, and report on results. APPRC, ASCP and the Executive Committee provided summative reports that were discussed at a meeting of Senate committee chairs and secretaries on

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

June 7. It is gratifying that the committees have completed major tasks or have laid the groundwork necessary to fulfill them early in the next governance cycle.

Documentation is attached as Appendix C.

### **11. Year in Review**

A consolidated report on actions taken by Senate in 2014-2015 is attached as Appendix D. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils, along with the staff that support collegial governance, for their contributions during the year.

Documentation is attached as Appendix D.

### **12. Faculty of Education Council Committee Structure Change**

The Committee has reviewed a change in the committee structure of the Faculty of Education Council entailing a merger of the Committee on Admissions and Student Awards (CASA) and the Committee on Petitions, Appeals and Academic Standards (CPAAS). The Committee on Undergraduate Admissions, Awards and Academic Standards will continue to deal with undergraduate student petitions. Senate Executive confirms that the change is consistent with principles of collegial governance and practices elsewhere at the University.

### **13. Hail and Farewell**

Continuing members and staff of the University Secretariat wish to record their sincere gratitude to members of Senate Executive whose terms end on June 30: Sayjon Ariyaratnam, Ravi de Costa, Mazen Hamadeh, Craig Heron, Richard Hornsey, Didi Khayatt, David Leyton-Brown and Dalubuhle Ndlovu. Their contributions to the work of the Committee on behalf of Senate were exemplary, and we wish them the best in all of their future endeavours. Thanks are also due to Professor Tweyman, on the eve of a sabbatical, for so ably chairing the Sub-Committee on Honorary Degrees and Ceremonials over the years.

George Comninel, Chair

## University Secretariat

### Memorandum

To: George Comninel, Chair, Senate Executive Committee

From: Vivian Saridakis, Chair, Senate Appeals Committee

Date: May 31, 2016

Subject: **Proposed Change in Membership of the Senate Appeals Committee**

The Senate Appeals Committee (SAC) requests that Senate Executive approve and recommend to Senate the addition of one faculty member to the Committee's membership such that there would be nine faculty members and three students.<sup>1</sup> This proposal emerged from the initiative that resulted in the changes to the Committee's procedures that will be submitted to Senate for information in June.

Currently eleven committee members are divided into three panels to hear cases: two panels have four members (three faculty members and one student) and one has three members (two faculty members and one student). Hearings are normally held before a panel of three members. For panels with four members assigned, it is possible to proceed even if a member is unable to participate at the last minute.

Difficulties arise with respect to panels with three assigned members. In the past, meeting postponements have resulted when a member was unable to attend due to unforeseen circumstances. This represents an inconvenience for all concerned. More importantly, delays may also impact on students' standing at the University.

Although the revised procedures specifically allow panels to proceed with hearings if only two members are present, this reduction requires the consent of both parties. If they do not agree, it will be necessary to postpone to another date. An increase in the Committee's membership would permit the establishment of three panels of three faculty members and one student each. This would greatly lessen the likelihood that hearings would be postponed.

Please feel free to contact me should you have any questions about this proposal.

---

<sup>1</sup> Ex officio members of SAC do not participate in panel hearings.



## Senate Attendance in 2015-2016

**Table 1**  
**Senate Attendance, 2015-2016**  
**by Category of Membership and Meeting Date**  
**(n =162)<sup>1</sup>**

<b>Membership by Category</b>	<b>Sept 2015</b>	<b>Oct 2015</b>	<b>Nov 2015</b>	<b>Dec 2015</b>	<b>Jan 2016</b>	<b>Feb 2016</b>	<b>Mar 2016</b>	<b>Apr 2016</b>	<b>May 2016</b>	<b>Per Cent</b>
LA&PS (40)	28	22	26	12	27	27	19	26	18	57.4
Education (4)	3	2	2	1	2	2	0	1	1	39.8
FES (4)	4	3	4	1	0	3	1	1	0	47.2
Arts, Media, Performance & Design (8)	5	1	0	2	2	3	2	1	0	22.2
Glendon (8)	6	3	5	1	5	3	1	3	3	41.6
Lassonde (5)	5	4	4	2	3	5	2	5	2	71.1
Health (11)	9	11	8	6	10	6	8	7	7	72.7
Osgoode (4)	1	2	2	0	2	1	1	2	1	33.3
Schulich (6)	5	4	3	3	6	3	6	4	5	72.2
Science (9)	9	6	7	2	6	5	6	8	5	66.6
All Faculty Members (99)	75	58	61	30	63	58	46	58	42	47.1
Librarians (2)	2	2	0	1	2	2	1	0	2	66.6
President (1)	1	1	1	1	1	1	1	0	1	88.8
Vice-Presidents (4)	4	4	4	3	4	4	2	3	1	80.5
Deans/Principal/ Librarian (12)	10	5	6	1	5	8	5	4	4	44.4
Students (28)	15	9	7	4	9	14	11	8	5	32.5
Committee Chairs(3)	3	2	3	2	3	3	2	4	2	53.3
Other Members (13)	10	11	12	6	10	10	7	7	11	71.7
<b>Number Senators Attending (Percent)</b>	<b>120 (74.0)</b>	<b>92 (56.7)</b>	<b>94 (58.0)</b>	<b>48 (29.6)</b>	<b>97 (60.7)</b>	<b>100 (62.2)</b>	<b>75 (46.2)</b>	<b>84 (52.5)</b>	<b>68 (42.7)</b>	<b>(53.3)</b>

<sup>1</sup> Maximum size of Senate 167. However, totals in the tables and graphs do not include the Chancellor and members of the Board of Governors.

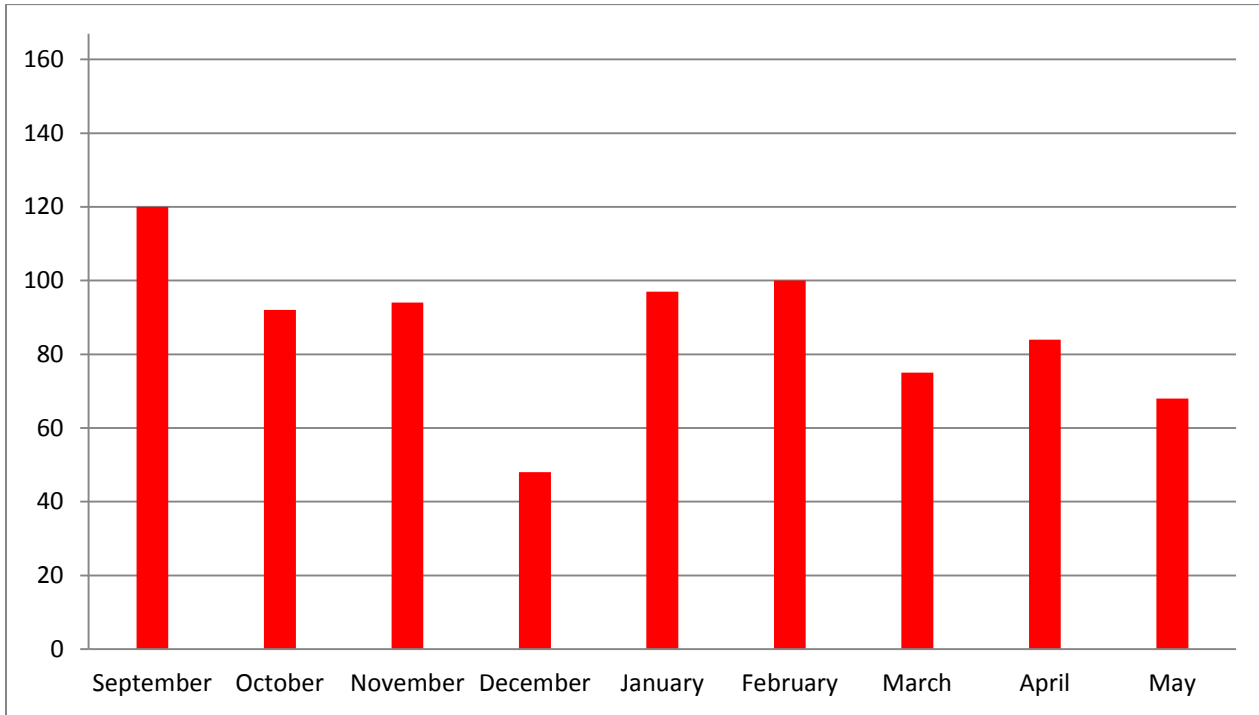
**Table 2**  
**Senate Attendance 2012-2013 to 2015-2016**  
**by Category of Membership and Percentage**

<b>Membership Category</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
All Faculty Members (99)	51.1	62.8	58.0	47.1
Education (4)	47.0	75.0	32.1	39.8
Environmental Studies (4)	59.3	61.1	61.3	47.2
Arts, Media, Performance & Design (8)	25.0	45.8	35.2	<b>22.2</b>
Glendon (8)	42.2	48.6	54.5	41.6
Health (11)	55.0	59.5	68.7	72.7
Lassonde (5)	n/a	60.0	67.2	71.1
Liberal Arts and Professional Studies (40)	53.4	72.2	63.4	57.4
Osgoode (4)	47.0	30.5	39.3	33.3
Schulich (6)	54.2	59.2	64.3	72.2
Science (9)	66.0	66.6	49.4	66.6
Librarians (2)	87.5	83.3	64.3	66.6
President / Vice-Presidents (5)	78.1	89.0	93.2	<b>82.2</b>
Deans / Principal / Librarian (12)	37.5	67.5	63.7	44.4
Students (28)	36.5	32.5	45.4	32.5
Committee Chairs (3)	42.5	77.7	67.6	53.3
Other Members (13)	64.5	65.8	64.3	71.7
<b>Percentage Attendance</b>	<b>50.0</b>	<b>59.6</b>	<b>58.0</b>	<b>53.3</b>

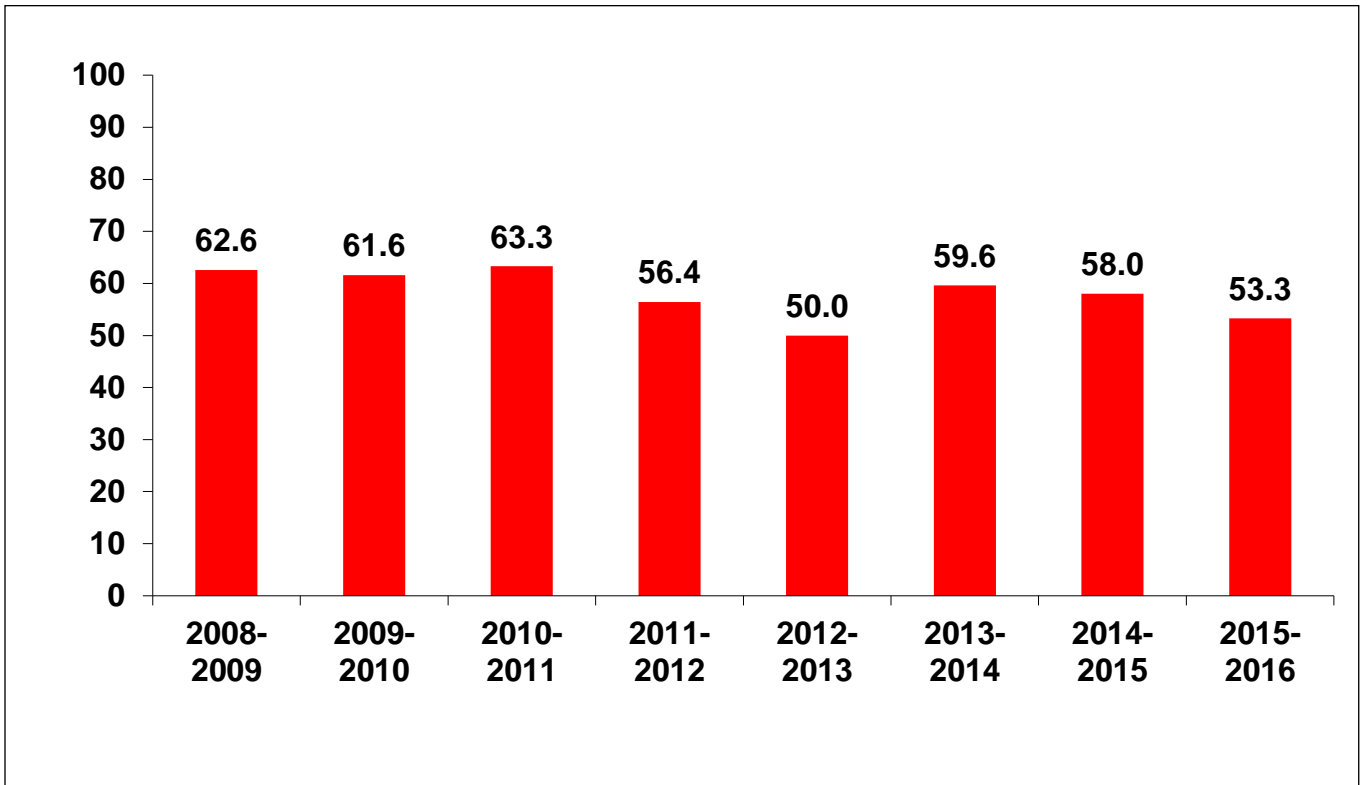
**Table 3**  
**Ranked (Descending)**  
**Attendance in 2015-2016 by Category**

President / Vice-Presidents	82.2
Health	72.7
Schulich	72.2
Other Members (Chair of Senate, etc)	71.7
Lassonde	71.1
Science	66.6
Librarians	66.6
Liberal Arts & Professional Studies	57.4
Committee Chairs	53.3
Environmental Studies	47.2
All Faculty Members	47.1
Deans / Principal / Librarian	44.4
Glendon	41.6
Education	39.8
Osgoode	33.3
Students	32.5
Arts, Media, Performance & Design	22.2

**Table 4**  
**Senate Attendance in 2015-2016**  
**by Meeting Date (n = 162)**



**Table 5**  
**Senate Attendance**  
**2008-2009 to 2015-2016**  
**by Year and Average**



**Senate Committee Priorities 2015-2016  
Summative Report**

Committee	Priority	Status	Considerations
Senate Executive	<p><b>Effective governance:</b> The Committee will ensure that Senate and its committees function in a manner consistent with the terms of the <i>York Act</i> and the overall goals of effective governance and collegial engagement. It will assign priority to any objectives related to governance that emerge in the new <i>University Academic Plan</i>.</p>	<p>Committee has maintained a close watching brief on governance matters and will take up UAP priorities in the autumn.</p>	<p>APPRC took the lead on the UAP renewal project but the Chair of Senate was active on both APPRC and the Technical Sub-Committee.</p>
	<p><b>Presidential Search Process:</b> Senate will be invited to provide input into the development of criteria for the presidential search, and the Executive Committee will coordinate the development of Senate’s advice.</p>	<p>Senate’s nominees were designated in November after an open nominations process.</p> <p>Senate’s advisory statement to the Presidential Search Committee approved in April.</p>	
	<p><b>Sub-Committee on Equity Initiatives:</b> The Sub-Committee is working to complete amendments to the Senate Policy on Accommodations for Students with Disabilities and has been asked to consider how mental health can be addressed by Senate and its committee.</p>	<p>Policy amendments have not yet completed but the Sub-Committee is now aiming to finish this project in the autumn.</p> <p>The Sub-Committee had a preliminary discussion of mental health and its suggestion for strong language in the UAP was accepted by APPRC.</p>	<p>A priority for the Secretariat in the summer is the preparation of a substantial background document in anticipation of work by the Sub-Committee in late summer / early autumn.</p>
	<p><b>Other Key Items of Business:</b></p> <ul style="list-style-type: none"> <li>- enhancement of nominations processes (call will be issued in the autumn, ongoing recruitment of prospective candidates)</li> <li>- amendments to Senate rules and procedures (changes</li> </ul>		



Committee	Priority	Status	Considerations
	discussed by Senate from October on, and approved in February)		
Academic Policy, Planning and Research	<p><b>Renewal of the University Academic Plan:</b> The University Academic Plan is due for renewal and the development of UAP 2015-2020 will be a major focus from now until February. This will entail broad, intense consultations with Senate, Senate committees, Faculty Councils and the community. A survey will be conducted after gathering preliminary suggestions from key governing bodies.</p>	<p>UAP approved by Senate in February after thorough consultation process</p> <p>Deans, Principal and University Librarian addressed the current UAP in their annual visit with APPRC</p>	<p>Implementation – action, monitoring, and reporting – will be a goal each of the next four years; APPRC has adopted the theme of “Making the UAP matter”</p>
	<p><b>Research Intensification and Enhancement:</b> Vice-President Haché has launched an initiative to develop a Plan for the Intensification and Enhancement of Research. Professor Logan Donaldson has been designated as APPRC’s member on an inclusive working group charged with preparing a report and recommendations due in the spring.</p>	<p>Draft PIER report was discussed by the Committee; final report to be discussed June 9</p>	<p>APPRC will determine if there are action items and maintain a watching brief</p>
	<p><b>Markham Campus Academic Planning:</b> The academic planning framework for York’s new Markham campus is taking shape. Provost Lenton is working on an academic framework, based on intra- and inter-Faculty consultations that will inform further discussions with the government. APPRC will have an oversight role as planning unfolds. In this capacity it will provide feedback and advice, and facilitate Senate consideration. Normal academic review and approval processes will apply to any and all specific proposals that emerge.</p>	<p>Provost and Vice-President Finance and Administration have reported to the Committee and Senate</p> <p>Major discussion scheduled for June 2 with subsequent report to Senate</p>	<p>Some delays encountered as the final negotiations with Queen’s Park were conducted; a number of Faculties have identified Markham as an important opportunity, and several Deans have advised that the campus and the Region should be seen as an inclusive space for teaching, learning and research</p>

Committee	Priority	Status	Considerations
	<p><b>Quality Assurance:</b> The first-ever audit of York's quality assurance processes [was] conducted in the autumn, and it is imperative that the results be given prompt and serious attention. The Joint Sub-Committee on Quality Assurance will have an important role on behalf of APPRC, ASCP and Senate in this regard. Outcomes may include amendments to the York University Quality Assurance Procedures and the Senate Policy on Quality Assurance.</p> <p>Additionally, the Joint Sub-Committee has suggested that it would be appropriate to reflect on how Cyclical Program Reviews can take on greater importance in collegial attention to programs.</p> <p>Academic quality is an overarching theme of the current UAP, and is almost certain to retain its prominence in the next iteration. It will be a paramount task to ensure that specific objectives associated with quality in UAP 2015-2010 are properly framed and amenable to implementation and assessment of progress.</p>	<p>The final audit report will be seen by the Joint Sub-Committee, ASCP, APPRC and Senate.</p> <p>A well-attended and positive quality assurance retreat co-sponsored by the Sub-Committee was held in May. An action plan is in development.</p>	<p>Markham campus academic planning will remain high on APPRC's agenda in future</p> <p>Vice-Provost Academic and Secretariat are working on proposals for the Sub-Committee coming out of the audit and retreat.</p>
	<p><b>Other Key Items of Business:</b></p> <ul style="list-style-type: none"> <li>- Endorsement of the Institutional Integrated Resource Plan</li> <li>- Input into Presidential Search process</li> <li>- 2 new ORUs created (1 pending Senate approval)</li> <li>- Annual discussions with the Deans, Principal and University Librarian geared to UAP</li> <li>- Reflections on planning</li> </ul>		

Committee	Priority	Status	Considerations
	<p>discussions led to suggestions about “Making the UAP” matter and providing the community with a better understanding of academic planning process and their interrelationship</p> <ul style="list-style-type: none"> <li>- Agreement on more intensive orientation for 2016-2017 cycle with additional information for new and continuing members</li> <li>- Creation of new Department in AMPD (Digital Media)</li> </ul>		
Academic Standards, Curriculum and Pedagogy	<p><b>New / Revised “Forgiveness Policies”</b></p> <ul style="list-style-type: none"> <li>a) Establishment of the Senate Policy on Course Relief</li> <li>b) Establishment of Senate Policy and Guidelines on Withdrawn from Course (W) Option</li> <li>c) Revisions to the Senate Policy on Repeating Passed or Failed Courses</li> </ul>	<p>Completed.</p> <p>Senate approved February 2016.</p> <p>Implementation oversight with RO is ongoing.</p>	
	<p><b>Revising Policies Pertaining to Academic Standards, Grades, Conduct of Examinations (Revisions to Conduct of Exams Policy: to establish Guidelines to govern scheduling of mid-term exams outside of class time, and safeguard the integrity of exam-room settings):</b></p> <ul style="list-style-type: none"> <li>a) Revisions to Conduct of Exams Policy: to establish Guidelines to govern scheduling of mid-term exams outside of class time, and safeguard the integrity of exam-room settings.</li> <li>b) Revisions to Principles Regarding Grade Reappraisals: to recognize Experiential Education components in curriculum.</li> </ul>	<p>It is anticipated that the updates to these policies will be carried forward to 2017-2018.</p>	<p>Bringing to completion the academic forgiveness policies (above) was prioritized by ASCP this year.</p>

Committee	Priority	Status	Considerations
	<p>c) Revisions to Senate Graded Feedback Policy; to adopt use of a pan-University core syllabus to be available to students prior to the start of classes.</p> <p>d) Revisions to the Student Evaluation of Teaching Policy; to reflect the new practice of making the numerical results of a common core set of questions accessible to students</p>	<p>c) policy revisions and core syllabus have been drafted and endorsed;</p>	<p>Advice from the Provost has been sought on resource and labour relations questions related to the policy changes.</p>
	<p><b>Reducing Degree Complexity</b></p> <p>a) Establish definitions and criteria for degree categories and options, including:</p> <ul style="list-style-type: none"> <li>- Professional Master's</li> <li>- Stream</li> <li>- Specialization</li> </ul>	<p>In 2016-2017 ASCP to take up / participate in IIRP working group on program quality's recommendations that relate to this topic</p>	<p>Completion of the IIRP WG process and issuing of recommendations.</p>
	<p><b>Other Key Items of Business:</b></p> <p>Input into Presidential Search process</p> <p>Input to APPRC on the new UAP</p> <p>Input to the IIRP WG on <i>Enhancing Program Quality</i></p> <p>Input to the IIRP WG on <i>Teaching &amp; Learning</i></p> <p>Received / provided feedback on the Annual Report on Non-Degree Studies from Vice-Provost Academic</p> <p>Received report on Orientation and discussed related Sessional Dates changes with the VP Students</p> <p>Reviewed and Conversion of 9 to 4 point grade scale</p>	<p>C&amp;P Sub-committee endorsed 4.0 grade scale model; Registrar to indicate readiness for implementation.</p>	<p>Resources in the RO to implement.</p>

## Senate and Senate Committees Year End Review 2015-2016

From September 2015 to June 2016 the Senate of York University was presided over by its 42<sup>nd</sup> Chair, Professor George Comninel of the Department of Political Science, Liberal Arts and Professional Studies. Professor Lesley Beagrie of the School of Nursing in the Faculty of Health was elected as Vice-Chair and began her term in September 2015. Maureen Armstrong continued to serve as Secretary of Senate. Senate met on ten occasions during the year.

Senate committees identify priorities for the year in the autumn and provide progress and year-end reports on progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

Information about items referenced in this report can be accessed from the online meeting synopses and minutes of Senate meetings or obtained by contacting the University Secretariat.

### Committees and Acronyms

Executive (Executive)  
 Academic Policy, Planning and Research (APPRC)  
 Academic Standards, Curriculum and Pedagogy (ASCP)  
 Appeals (SAC)  
 Awards (Awards)  
 Tenure and Promotions (T&P)  
 Tenure and Promotions Appeals (T&P Appeals)

### Major Academic Planning Initiatives

In February Senate approved the University Academic Plan 2015-2020 following extensive consultations led by APPRC. In September Senate endorsed the Institution Integrated Resource Plan (on a recommendation of APPRC) that grew out of an intensive, lengthy planning exercise. APPRC sponsored forums devoted to the development of both documents during the course of the year.

### Markham Centre Campus Planning

In May 2015 the Government of Ontario announced that York was successful in its bid for a new campus in York Region to be located at a Markham Centre site. Provost Rhonda Lenton and Vice-President Finance and Administration Gary Brewer reported to Senate on academic planning for the new campus under the auspices of APPRC.

### Presidential Search

In September, Senate approved an Executive Committee recommendation on the means by which to group Faculties for the purpose of nominating faculty members to the Presidential Search Committee. In October and November Senate's nominees to the Search Committee were determined in a process, administered by the Executive Committee, that resulted in the nomination of five faculty members and two students. All were named to the Search Committee. Following consultations involving Senate committees and Faculty Councils, Senate amended and approved an advisory statement to the Search Committee prior to the finalization of a position profile (April).

## **Establishment of New Academic Units**

Department of Computational Arts in the School of the Arts, Media, Performance and Design (APPRC, March; approved by the Board of Governors in May)

## **Regular Reports**

President Mamdouh Shoukri (Monthly)  
Provost Rhonda Lenton (Enrolments, applications, academic planning; various months)  
Vice-President Finance and Administration Gary Brewer (November, June)  
Vice-President Research and Innovation Robert Haché (December)  
Senate Members on the Board of Governors on meetings of the Board  
Academic Colleague to the Council of Ontario Universities on COU Issues Updates

## **Major Planning Reports**

Faculty and University Library Planning (APPRC, June)  
Joint Sub-Committee on Quality Assurance of APPRC and ASCP (January, May)

## **Annual Reports from Senate Committees**

Allocations of Scholarship and Bursaries (Awards, April)  
Animal Care, Biological Safety, Human Participants Review Committee (APPRC, June)  
Appeals and Petitions, University and Faculty (Appeals, January)  
Distinguished Research Professor (Awards, May)  
New Scholarships and Bursaries (Awards, April)  
Non-Degree Studies (APPRC and ASCP, February)  
President's University-Wide Teaching Awards Recipients (Awards, March)  
Prestigious Awards for Graduating Students (Awards, June pending)  
Senate Attendance (Executive, June, pending)  
Senate Year in Review (Executive, June, pending)  
Tenure and Promotions (Tenure and Promotions, October)  
University Professors (Awards, May)

## **Discussions**

In April, Senators shared their perspective on enduring and emerging issues associated with the core values of academic freedom and freedom of expression.

## **Senate Policies, Rules and Procedures**

Senate Rules and Procedures (amendments, Executive, February)  
Senate Policy and Guidelines on Withdrawn from Course Option (new, ASCP, February)  
Senate Policy on Course Relief (new, ASCP, February)  
Senate Policy on Repeating Passed or Failed Courses for Academic Credit (amendments, ASCP, February)  
Senate Appeals Committee Membership (Executive, June, Pending)



## **Faculty Policies and Regulations – New and Amended**

Education: Academic Penalty Legislation, BA Degrees (ASCP, April)

Graduate Studies: Thesis and Dissertation Supervisory Committee Guidelines (ASCP, October)

Lassonde: Engineering BA Programs, General Education Requirements (ASCP, January)

### **Name Changes**

Administrative Studies Degree Program to the Bachelor of Commerce Program (ASCP, May)

Community Arts Practice Certificate to Cultural and Artistic Practices (CAP) for Environmental and Social Justice (ASCP, February)

Computer Science and Engineering Graduate Program to the Graduate Program in Electrical Engineering and Computer Science (APPRC, May)

Software Engineering BEng Program, Lassonde (nomenclature changes) (ASCP, May)

Translation Program, Glendon (Renamed Streams in the Specialized Honours BA and iBA (ASCP)

### **New Degree Types**

Bachelor of Commerce (BCom) (ASCP with the concurrence of APPRC, May)

Master of Management (ASCP with the concurrence of APPRC, March)

Master of Real Estate and Infrastructure (ASCP with the concurrence of APPRC, December)

### **Academic Programs (New)**

Communications, Bilingual Honours BA, Glendon (ASCP with APPRC concurrence, May)

Human Resource Management, Minor Degree Option (ASCP, March)

International Studies iBA – EM Lyon Dual Credential, Glendon (ASCP with APPRC concurrence, May)

Master of Management (ASCP with APPRC concurrence, March)

Master of Real Estate (ASCP with APPRC concurrence, December)

Master of Real Estate and Infrastructure (ASCP with the concurrence of APPRC, December)

Masters of Leadership and Community Engagement (ASCP, September)

Nursing, PhD (ASCP with APPRC concurrence, November)

Public and International Affairs Masters / Maîtrise en Affaires publiques, Laval (ASCP, March)

### **Academic Programs - New Streams, Options, Fields and Specializations**

Digital Media, 90-Credit Degree Option within the BA Program, School of the Arts, Media, Performance and Design / Lassonde School of Engineering (ASCP, March)

Game Arts Stream within the BA Program in Digital Media, School of the Arts, Media, Performance and Design / Lassonde School of Engineering (ASCP, March)

Global Health, New Degree Options for BA and BSc Programs, Faculty of Health (ASCP, February)

International Business Administration BA Program Delayed-Entry Option, Schulich (ASCP, November)

### **Undergraduate Certificates (New)**

Aging Cross-Disciplinary Certificate in (ASCP with the concurrence of APPRC, October)

## **Program, Diploma and Certificate Discontinuation**

Athletic Therapy Certificate, Consecutive Option, Kinesiology & Health Science (ASCP, January)  
Italian Culture, BA Programs, Languages, Literatures & Linguistics, LA&PS (ASCP, February)  
York–Ryerson Co-Registration Option (Discontinuation) (ASCP, May)

## **New Rubrics Approved by Academic Standards, Curriculum and Pedagogy**

Classical Studies “CLST” (ASCP, February)  
Electrical Engineering and Computer Science Graduate Program “EECS” (ASCP, March)  
Integrated First-Year Science Program “ISCI” (ASCP, May)  
Management Masters Program “MSTM” (ASCP, April)

## **Changes in Admissions Requirements**

International Business Law Specialization, Professional LLM, Osgoode Hall Law School / Faculty of Graduate Studies (ASCP, April)  
Nursing, Second-Degree Entry BScN and Internationally Educated Nurses BScN Programs, Health (ASCP, October)  
Physics & Astronomy PhD Program (ASCP, February)  
Science Honours BSc Programs (ASCP, October)  
Translation, Specialized Honours BA and iBA Programs, Glendon (ASCP, February)

## **Changes in Degree Requirements (Programs)**

*During the year the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of amendments to the requirements for the following:*

BEng Programs (requirements for all programs) (ASCP, April)  
BFA Honours Joint Diploma-Degree Program with Canada’s National Ballet School (Option A and Option B) (ASCP, February)  
BFA Program in Dance, Department of Dance, School of the Arts, Music, Performance & Design (ASCP, January)  
Biology, MSc and PhD Programs (ASCP, April)  
Biophysics, Specialized Honours BSc Program (ASCP, February)  
Cinema and Media Studies MA Program, Graduate Studies (ASCP, November)  
Civil Engineering, BEng Program (ASCP, April)  
Computer Engineering, BEng Program (ASCP, January)  
Computer Engineering in Electrical Engineering and Software Engineering, BEng Programs (ASCP, January)  
Dance Minor Degree BFA Option (ASCP, February)  
Dance, Choreograph/Performance Stream Specialized Honours BFA Program (ASCP, February)  
Design Masters Program (ASCP, February)  
Design, Specialized Honours BA Program (ASCP, January)  
Digital Media, 90-Credit Degree Option within the BA Program, School of the Arts, Media, Performance and Design / Lassonde School of Engineering (ASCP, March)  
Digital Media, A Game Arts Stream within the BA Program, School of the Arts, Media, Performance and Design / Lassonde School of Engineering (ASCP, March)  
Earth and Atmospheric Science, BSc programs (ASCP, January)

Ecosystem Management Technology, York University – Fleming College Dual Credential Program in Environmental Studies (ASCP, June, Pending)  
Electrical Engineering, BEng degree Program (ASCP, January)  
Environmental Biology, BSc Program (ASCP, February)  
Environmental Studies BES Program, Environmental Studies (June, Pending)  
Francophone Studies Graduate Program (May)  
Gender & Women's Studies BA Programs (ASCP, October)  
Geomatics Engineering, BEng Program (ASCP, January)  
Global Health, Specialized Honours BA and BSc Programs (ASCP, February)  
Health & Society, BA Program (ASCP, January)  
Human Rights and Equity Studies, BA programs (ASCP, March)  
International Business Law Specialization, Professional LLM, Osgoode Hall Law School / Faculty of Graduate Studies (ASCP, April)  
International Education Specialization within the BEd degree program (ASCP, May)  
International Project Management Joint Program, York University – Humber College Environmental Studies (ASCP, June, pending)  
Mathematics and Statistics MA Program (ASCP, October)  
Mechanical Engineering, Specific requirements for the BEng program (ASCP, April)  
Philosophy, Graduate Program  
Physics & Astronomy, Space Sciences Stream Specialized Honours BSc Program (ASCP, February)  
Psychology, Bachelor of Arts Programs, Glendon (ASCP, May)  
Sexuality Studies BA Programs (ASCP, October)  
Social and Political Thought Graduate Program (May)  
Social Anthropology, Graduate Program (ASCP, May)  
Social Work, PhD Program (ASCP, January)  
Translation, Accelerated BA program, GL (ASCP, February)  
Translation, Specialized Honours and iBA Programs, Glendon (ASCP, February)  
Urban Sustainability, Dual Credential Program, York University – Seneca College Faculty of Environmental Studies (ASCP, June, Pending)

### **Program Restructuring**

Community Arts Practice Certificate, De-Linking from the School of the Arts Media Performance and Design (ASCP, February)  
Science, Honours BSc Programs (Direct entry from delayed entry) (ASCP, October)  
Translation, Specialized Honours BA and iBA programs, housed in the School of Translation, Glendon: (direct entry from delayed entry – ASCP, February)

### **Changes in Requirements (Certificates and Diplomas)**

Accounting Stream, Specialized Honours BAS Program, (ASCP, April)  
Amend requirements for a series of graduate diplomas in the field of Education (Early Childhood Education; Language & Literacy; Post-Secondary Education: Community, Culture & Policy; and Education in Urban Environments) (ASCP, May)  
Certificate in Urban Ecologies, Change program and Admission requirements for the Certificate in Urban Ecologies, Faculty of Environmental Studies (ASCP, April)  
Cultural and Artistic Practices (CAP) for Environmental and Social Justice (ASCP, February)  
Professional Accounting, Graduate Diploma (ASCP, February)  
Professional Certificate in Accounting (SAS) (ASCP, April)  
Sessional Dates Reports  
Sexuality Studies Certificate (ASCP, April)

## **Recipients of the President's University-Wide Teaching Awards (Awards, April)**

Senior Full-Time Faculty Member: R. Darren Gobert, English

Full-Time Faculty Member: Kabita Chakraborty, Humanities shared with María L. Figueredo, Languages, Literatures and Linguistics

Contract / Adjunct Faculty Member: Krista Hunt, Gender, Sexuality and Women's Studies

Teaching Assistant: Matthew J.P. Strang, Sociology

## **New University Professors (Awards, May)**

Paul Delaney, Science

Eileen Fischer, Schulich

## **Distinguished Research Professor (Awards, May)**

Laurence Packer, Faculty of Science

## **Amendments to Faculty Council Rules and Procedures**

Rules and Procedures of the Faculty of Education Council (Executive, June, Pending)

Rules and Procedures of the Faculty of Graduate Studies Council (Executive, October)

## **Additions to the Pool of Prospective Honorary Degree Recipients**

During the year the Executive Committee approved the addition of 18 individuals to the pool of prospective honorary degree recipients and the extension of 5 previously approved individuals for a further five year term. The Committee's decisions were based on recommendations made by its Sub-Committee on Honorary Degrees and Ceremonials.

## **Organized Research Unit Charters**

Centre for Automotive Research (APPRC, June, Pending)

Global Health Research Institute (APPRC, November)

## **Senate Officers and Committee Chairs**

George Comninel, Chair of Senate

Leslie Beagrie, Vice-Chair of Senate

Maureen Armstrong, Secretary of Senate

Rebecca Pillai Riddell, Chair of Academic Policy, Planning and Research

Franck van Breugel, Chair of Academic Standards, Curriculum and Pedagogy

Vivian Saridakis, Chair of Appeals

Robert Kenedy, Chair of Awards

George Comninel, Chair of Executive

Co-Chair of Tenure and Promotions

Co-Chair of Tenure and Promotions

Stanley Tweyman, Chair of the Sub-Committee on Honorary Degrees and Ceremonials

## **University Secretariat**

Maureen Armstrong, University Secretary and General Counsel  
Robert Everett, Senior Assistant Secretary of the University  
Terry Carter, Assistant Secretary of the University  
Cheryl Underhill, Assistant Secretary of the University  
Elaine MacRae, Coordinator, Board and Senate Support  
Michelle Roseman, Administrative Assistant

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 16 June 2016

## For Action

- a. Changes to Degree Requirements of the Bachelor of Environmental Studies Program • Faculty of Environmental Studies

The Academic Standards, Curriculum and Pedagogy Committee recommends:

**That Senate approve the following changes to the Bachelor of Environmental Studies program as set out in Appendix A, effective FW 2017-2018:**

- **revised degree requirements for the Specialized Honours and 90-credit degree options; and the**
- **establishment of an Honours (120 credit) BES degree option**

## Rationale

The Faculty of Environmental Studies undertook a comprehensive review of its undergraduate program; the proposed changes emanate from that exercise. The detailed revisions are set out in the full proposal attached as Appendix A.

The primary changes are as follows:

- increasing the major credits required for the Specialized Honours degree option from 93 to 108; and increasing the major credits required for the 90-credit degree option from 75 to 90;
- merging two existing Areas of Concentration (AoC) into one new AoC entitled *Environmental Politics, Justice and Arts*, for a total of three Areas of Concentration;
- restructuring the program around a core set of courses in each of years 1 and 2; and
- establishing an Honours degree option

The merging of the Areas of Concentration addresses current overlap in content between the two existing Areas and provides a more clearly focused study topic that is expected to be attractive to students. The restructuring of the program introduces a cohort model for first year students in the program which will enhance their learning experience and their transition to university. A common subset of courses (18 credits) in second year continues the model which, together with an additional six-credits in methods courses, ensures BES students will have a common disciplinary knowledge and foundation for selecting their Area of Concentration to pursue in third year. Collectively the changes result in an

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

increase to the number of major credits required for the existing Specialized Honours and 90-credit degree options.

The program changes also include the introduction of an Honours degree option. This 120 credit option will provide students a course-based option for completing the degree for those who prefer that route over the Honours thesis requirement of the Specialized Honours option. Students selecting the Honours option will complete an additional six-credit 4000 level course in their Area of Concentration instead of the six-credit Senior Honours thesis.

The program learning outcomes for each of the BES degree options have been articulated and the proposed new requirements mapped to illustrate the courses that support the achievement of the outcomes. As noted by Dean Sturgeon the changes enhance the program's financial sustainability while maintaining its quality.

**Approvals:** FES Council 26 May 2016 • ASCP 8 June 2016

## **Consent Agenda**

### **b. Program and Name Changes to the York University – Humber College Joint Program in International Project Management • Faculty of Environmental Studies**

The Academic Standards, Curriculum and Pedagogy Committee recommends:

**That Senate approve the following changes to the York University – Humber College Joint Program in International Project Management housed in the Faculty of Environmental Studies, effective FW 2017-2018:**

- **Revised degree requirements as set out in Appendix B**
- **Updated nomenclature in program type from Joint to Dual Credential**
- **Change in name of program from *International Project Management* to *International Development***

### **Rationale**

The degree-certificate program offered collaboratively by York University and Humber College was approved by Senate in May 2000. Through a set of unique degree requirements, it combines York's Bachelor of Environmental Studies (BES) degree program with the Post-graduate Certificate in International Development offered by the School of Business at Humber. Upon successful completion of the program students receive both an Honours BES degree and a Graduate Certificate in International

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Development. York students who opt to pursue the program complete 3 years of study at York and 1 year at Humber.

With the changes to the BES degree requirements (Item 6a above), the requirements for the York-Humber program need to be concurrently updated. Several other changes are also being made which will make the program open to all BES students, and ensure the curriculum is current, supports the dual credential program's learning outcomes and enhances students' success in completing both components of the requirements. The proposed changes were identified jointly by the Faculty of Environmental Studies and Humber College.

The change in program type from "joint" to "dual credential" brings it in line with the nomenclature and program definitions articulated in the York University Quality Assurance Procedures. Similarly, the revised name of the program reflects Humber's change to the name of the Certificate to International Development.

Approvals: FES Faculty Council 26 May 2016 • ASCP 8 June 2016

## **c. Change to Requirements for the York University – Seneca College Dual Credential Program in Urban Sustainability • Faculty of Environmental Studies**

The Academic Standards, Curriculum and Pedagogy Committee recommends:

**That Senate approve the changes to the requirements for the York University – Seneca College Dual Credential Program in Urban Sustainability, housed in the Faculty of Environmental Studies, as set out in Appendix C, effective FW 2017-2018**

### **Rationale**

This York-Seneca dual credential program (also approved by Senate in May 2000 and revised in June 2012) provides students in the Bachelor of Environmental Studies the option to combine their studies in the Faculty of Environmental Studies with the *Advanced Diploma in Civil Engineering Technology* at Seneca to receive both a BES degree from York and the Diploma from Seneca. With the changes to the BES degree requirements (Item 6a above), the requirements for the York-Seneca dual credential program need to be concurrently updated. Seneca was consulted about and supports the program changes.

**Approvals:** FES Faculty Council 26 May 2016 • ASCP 8 June 2016



# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

## d. Changes to Requirements for the York University – Fleming College Dual Credential Program in Ecosystem Management Technology • Faculty of Environmental Studies

The Academic Standards, Curriculum and Pedagogy Committee recommends:

**That Senate approve changes to the requirements for the York University – Fleming College Dual Credential Program in Ecosystem Management Technology housed in the Faculty of Environmental Studies, as set out in Appendix D, effective FW 2017-2018.**

### Rationale

The dual credential program with Fleming College is the third college partnership program housed in the Faculty of Environmental Studies (approved by Senate in May 2000 and revised in February 2013). It combines the BES degree program with the *Advanced Diploma in Ecosystem Management Technology* offered by Fleming with students receiving both credentials upon successful completion of the unique set of degree requirements. With the changes to the BES degree requirements (Item 6a above), the requirements for the York-Fleming dual credential program need to be concurrently updated. Fleming supports the changes being made to the program requirements.

**Approvals:** FES Faculty Council 26 May 2016 • ASCP 8 June 2016

## For Information

### 1. Minor Modifications to Curriculum

The following Minor Modifications / proposals were approved:

#### *Graduate Studies / LA&PS*

Change to the requirements of the PhD program in Theatre and Performance Studies (change to the comprehensive exam structure).

Establishment of PACC as a new course rubric for the Diploma in Professional Accounting (Type 3)

### 2. Au Revoir and Merci

With the conclusion of the 2015-2016 academic year, the committee bids adieu to those members completing their term on ASCP. Heartfelt thanks go to Elizabeth Kirley (Liberal Arts & Professional Studies), Gayle McFadden (student), Cristobal Sanchez-Rodriguez,

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

(Liberal Arts & Professional Studies) and Tom Scott (York University Libraries) for their thoughtful contributions, commitment to collegial governance, perseverance and good humour. I too am completing my membership on the committee after an enjoyable and educational three-year term.

*Franck van Breugel, Chair*

## Major Modifications Proposal to the BES program

1. **Program:** Bachelor's in Environmental Studies (BES)
2. **Degree Designation:** Specialized Honours BES; Honours BES; Honours Double Major BES; Honours Major/Minor BES and 90-credit BES
3. **Type of Modification:**
  - a. Change to program requirements for the Specialized Honours and 90-credit BES degree option (Areas of Concentration structure);
  - b. Establishment of an Honours degree option in the BES program
4. **Effective Date:** September 2017
5. **Provide a general description of the proposed changes to the program:**
  - a. **Changes to BES program requirements include the following revisions:**
    - **Merging of two Areas of Concentration (AoC):** *Environment and Culture: Philosophy, Arts, Technology and Education* and *Environmental Politics: Development, Globalization and Justice*) to form one new AoC titled *Environmental Politics, Justice and Arts*; and streamlining the number of credits and courses required across each of the AoCs.
  - b. **Establishing a new Honours degree option** to reflect the students who are opting to take routine courses and change the *Specialized Honours* option to apply to students who undertake thesis research
6. **Provide the rationale for the proposed changes.**
  - a. Changes to BES program requirements:

**Merging the two Areas of Concentration (AoC), Environmental Politics and Environment and Culture, into one AoC, Environmental Politics, Justice and Arts** - There is significant overlap between Environmental Politics and Environment and Culture AoCs and recognition in the faculty that culture and politics are part of the foundation of environmental justice. Challenges in communicating the distinction between these two AoCs to prospective students is reflected in a significant decline in enrolment in these two areas. These proposed changes are concurrent with a re-organizing of the Community Arts and Practice certificate which is hosted in these two AoC. To address these issues, we are reinvigorating, reimagining and merging these two AoCs. The new AoC should be more accessible and understandable to high school students and aim to aid in the recruitment of students to our program.

With the change from four to three AoC (item a), we are adding an additional 6.0 foundations course requirement, so BES students will take all three foundations courses (one for each AoC) at the 2000 level. Furthermore, we will require all BES

students to take two 3.0 credit methods courses. This will provide students with a mostly common second year experience. Currently, students are required to take two out of four foundations courses and some students (Environmental Management AoC) are required to take two methods courses. These requirement modifications still allows for 6.0 credits of electives in the second year.

Currently, we have few prerequisites, thus students can take a 3<sup>rd</sup> year course without the related foundations course, so students may have less depth in the upper year courses at a time when they should have more; and instructors often have to backtrack and provide introductory material. The changes to second year requirements ensure that BES students have the common knowledge and foundation when taking courses in their declared AoC or in other AoCs as electives (years 3, 4). The requirements allow instructors in 3<sup>rd</sup> (Bachelor's) and 4<sup>th</sup> year (Honour's and Specialized Honour's) courses to build on the knowledge developed in the foundations and methods courses, overall providing more depth. Depth in upper year courses is particularly important in an interdisciplinary program as it provides a sense of specialization. Overall, increased depth should enhance the student learning experience and success upon graduating.

Currently there are differing requirements across AoCs (Environmental Management students have higher number of requirements) and in some cases students may approach their course selection within an AoC somewhat randomly. To address both of these issues each AoC requires two 3 credit core courses. Thus, at the 3000 level students take 12 credits from the declared AoC, which include 6 credits of core courses (see Appendix 1A, item C). The core courses in the AoC provide students with a more in depth focus ensuring they achieve the learning outcomes and objectives, apply the core concepts of the AoC and provide evenness in requirements across all AoCs. At the 4000 level, students are required to take 18 credits in the AoC for Honours or Specialized Honours (6 credits, ENVS 4000 Senior Honours Work will be required).

All BES students must take a General Education Science course; moving ENVS 1500 *Introduction to Environmental Science* to the core requirement to have a common first year core for all students will now provide students with the choice and flexibility to choose a Science course of their choosing from an approved list of courses to satisfy the science General Education requirement.

Arising out of the above-noted collection of program changes, the total number of major credits required for each of the Specialized Honours or the 90-credit Bachelor options is changing as follows

- an increase from 93 credits to 108 credits for the Specialized Honours and Honours option (these credits are all that is required except for free electives)
- an increase from 75 to 90 credits for the 90-credit option (these credits are all that is required for a Bachelor's degree)

b. **Establishment of a new Honours degree option** – Adding an Honours option is intended to formally distinguish the cohort students who are opting to fulfill the requirements through the existing course-based option rather than the Honours thesis option. With this addition the *Specialized Honours* option will be for students who wish to undertake the thesis project. Currently, all students who graduate with 120 credits receive a *Specialized Honours* degree. This leaves no room for distinction between students who undertake Senior Honours Work, a thesis based approach, in their fourth year and prepare for graduate studies and students who take the course-based option. By establishing the new degree Honours options, students meeting existing criteria, will have the choice to opt for the Specialized Honours that will provide advance training and build strong research skills. Students will work on a thesis research project with an individual faculty member in their 4<sup>th</sup> year. Other students can opt for the Honours option selecting a set of 3<sup>rd</sup> and 4<sup>th</sup> year courses in accordance with their declared AoC. This proposed change reflects current degree options similar in other BA programs at York and an opportunity to provide distinction to students who successfully undertake the Senior Honours Work.

**7. Comment on the alignment between the program changes with Faculty and/or University academic plans.**

The merged AoC continues to be aligned with the UAP core values of social justice and equity, interdisciplinarity and innovative approaches. The Faculty's strategic plan (2009-2014) states that promotion of our reputation "*as the place where environmental and social justice issues are integrated within our academic programs and research activities*" as a top priority.

**8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

See Appendix 3.

**9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

The main program changes are a reorganization of in-house delivery of programs. Consultation with the Anthropology and Geography programs in LA&PS was undertaken to add specific courses to the General Education course list for students to choose. Both UPDs David Murray and Tarmo Remmel provided approval to list Anthropology (AP/ANTH 1120 6.00) and Geography (SC/GEOG 1400 6.00), respectively.

**10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.**

There are no changes to admission requirements. The minimum admission requirements are as follows: Ontario Secondary School Diploma (OSSD) and six 4U or 4M courses, including ENG4U, all Faculty- or program-specific prerequisites. Francophone applicants may present FRA4U, FEF4U or FIF4U. Students must successfully complete the OSSD diploma, including six 4U/M or OAC courses and all of the prerequisites for their program, and maintain the average used for conditional admission.

**11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.** The proposed changes reduce the resources required to deliver the programs as fewer courses will be offered under the merged AoC. We are able to maintain quality by reducing content overlap amongst the courses in the new AoC. If this AoC increases in popularity, the resources required should not exceed current needs.

**12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

The mode of delivery, primarily based on face-to-face contact time in classes/tutorials with instructor/professor and/or teaching assistants, will remain unchanged.

**13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

We will use the existing methods of assessment for student achievement: students must take required courses to fulfil their program degree/diploma requirements, which are based on practical and theoretical assessments. In the BES program a minimum of 75% of the courses provide theoretical grounding and require written work as part of the assessment and require foundation and methods courses.

**14. Provide a summary of how students currently enrolled in the program will be accommodated. Continuing students who are currently enrolled in the program and returning students will be permitted to complete their existing degree and program of study under the grandparenting rules.**

The Faculty of Environmental Studies is committed to ensuring minimum disruption to students through adherence to grandparenting principles. The grandparenting rules will be in effect until Fall 2020 with February 2021 convocation being the final date. Students who have not completed the requirements of their grandparented program by the end of the Fall 2020 session will be required to follow the program new requirements. Accordingly, new students being admitted in Fall 2017-2018 session will be following new program requirements. At the course level, grandparenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented.

- 15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar. See Appendix 2.**



May 31, 2016

Academic Standards, Curriculum, and Pedagogy Committee  
York University Senate  
Attention: Cheryl Underhill

Dear Chair and Members of ASCP:

FACULTY OF  
ENVIRONMENTAL  
STUDIES

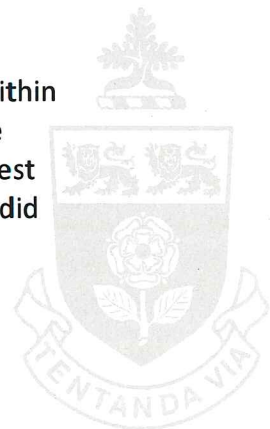
Office of the Dean

HEALTH, NURSING  
& ENVIRONMENTAL  
STUDIES BLDG.  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5252  
F 416 736 5679  
[www.yorku.ca/fes](http://www.yorku.ca/fes)

As you can see from the extensive package of proposed changes in our BES program and related certificates/dual credential programs, FES has been going through an extensive review and revisioning of our undergraduate program. Our primary focus has been to increase student success and make the student experience a more positive one. Secondly, we have been keen to increase recruitment by making our program more coherent and easily grasped by external audiences, bringing forward the best qualities and uniqueness of our program as against our competition. Finally, we have sought to increase financial sustainability by more effectively using resources and reducing costs without damaging the quality or accessibility of our program. I think these changes will go a good distance towards accomplishing those goals.

The proposed changes are in three parts, but they work in synergy to create a better program overall. There are specific rationales for each change within, but here I would like to point out what I think the changes accomplish synergistically. The revision of our Areas of Concentration, reducing four to three, allows the creation of a common first and second year. This will provide a sense of community among student cohorts and create clearer academic pathways, increasing retention and academic success. Since all students will now take all three foundation courses, the interdisciplinary nature of our program will be more true to its promise, and present clearer benefits for the students. All students will be trained to understand humanities, social science, and science approaches and the analytic and methodological benefits of integrating them. Our third and fourth year courses can become more academically rigorous, because faculty teaching those courses can expect a more uniform preparation from the first and second year experience. Those students who are prepared to choose a thesis-based honours option will be recognized by the title of a "specialized honours" degree, giving them clearer preparation for grad school. In short, I think we will have a higher-quality program that more effectively supports student success.

The changes in the certificate programs are designed in each case to work within the new Area of Concentration framework more seamlessly, and to raise the numbers of students able to complete the certificates. The changes we suggest arose after extensive analyzing of the reasons why students did not take, or did not complete, these certificates; as well as significant consultation with





certificate coordinators, faculty, and students. We believe that these changes will ensure more robust and more financially sustainable certificates for our students.

In sum, I fully support these proposed changes. Indeed, there is wide excitement over the proposals among our students and faculty. The proposals have been at least two years in the making and involved extensive discussion and work in our Faculty. In particular, our UPD, Gail Fraser, has done an amazing job of consulting and responding, within and outside our Faculty, to come up with a package of proposals that have wide support. Please let me know if you have any questions for me; I'd be happy to respond. Thanks for your attention and work on this committee.

Best,



Noël Sturgeon  
Dean

## Appendix 1: Detailed outline of the changes to the program

**Merging together the two Areas of Concentration (AoC), Environmental Politics and Environment and Culture, into one AoC, Environmental, Politics, Justice and Arts: new AoC proposal.**

### **New AoC Description: Environmental Politics, Justice and Arts**

How do we change the world? How do we construct a just society in creative ways? This Area focuses on facing today's environmental challenges through politics, art, philosophy, education and media. You will examine the relationships between humans and environments using literary texts, digital images, pop art and performance. Study how environmental inequalities arise, including class, indigenous, racial and gender dimensions. Learn methods for researching environmental justice issues, and strategies for addressing them both locally and globally. Develop analytical, artistic, writing, collaborative and presentation skills to envision and realize a better environmental future.

Sample topics include: environmental racism and justice movements; environmental ethics; digital art and the environment; environmental education; human-animal relations; environmental literature; indigenous sovereignty; human and gender rights; technology, science and politics; culture and global media; sustainable development; the political economy of international development; health equity; climate justice; sexuality and gender-based activism.

### **Required Courses**

ENVS 2000 6.0 Foundations in Environmental Politics, Justice and Arts *Select any TWO of the following three courses:*

1. ENVS 3100 Environmental Arts & Media: Tools, Methods & Action 3.0
2. ENVS 3160 Race/Racism and Environmental Justice 3.0
3. ENVS 3125 Popular Education for Environmental and Social Justice 3.0

### **Third Year Courses for this AoC**

3000 Environmental ethics and epistemology, 3.0  
3120 Environmental history, 3.0  
3122 Community arts practice workshop, 3.0  
3140 Environmental and sustainability education, 3.0  
3150 Human animal studies, 3.0  
3170 Indigenous environmental thought, 3.0  
3303 Politics, performance and the art of resistance, 3.0  
3310 Tropical conservation and sustainable development, 3.0  
3320 Sex, gender, nature, 3.0  
3450 Environment and health, 3.0  
3340 Global environmental politics, 3.0  
3410 Environmental policy I, 3.0  
3510 Environmental economics, 3.0

### **Fourth Year Courses for this AoC**

4001 Environmental studies placement, 3.0 or 6.0

4011 Food, land and culture, 3.0  
4100 Environmental literatures, 3.0  
4122 Arts in action 3.0  
4140 Environmental thought, 3.0  
4161 Social movements Activism and Social Change, 3.0  
4215 Globalization and Indigenous peoples, 3.0  
4220 Global populations, 3.0  
4223 Global cities, 3.0  
4310 Extraction and its discontents 3.0  
4420 Environment, media, culture & communication, 3.0  
4421 Environment law & justice, 3.0  
4440 Environment disasters, 3.0  
4510 Ecological economics, 3.0  
4750 Political ecology of landscape, 3.0  
4800D Gender and climate change 3.0  
4810A International field course: Ecology and sustainability in Costa Rica 6.0

---

### **Bachelor's**

#### **Year 3: 24 credits**

- 12 credits at the 3000 level from the declared AoC of which two core courses (6 credits) will be required (\*see below). The core courses are linked to the AoC.
- Out of faculty requirements: 12 credits.
- The remaining credits will be in FES at the 3000 or 4000 level- 4<sup>th</sup> year courses, subject to availability.

### **Honours**

#### **Year 3: 30 credits**

12 credits at the 3000 level from the declared AoC of which two core courses (6 cr) will be required (\*see below). The core courses are linked to the AoC. The remaining credits will be from any AoC at the 3000 or 4000 level- 4<sup>th</sup> year courses, subject to availability (see Appendix 5).

#### **Year 4: 30 credits**

- 18 credits from 4000 level courses (changed from 15 credits)
- Out of faculty requirements: 24 credits
- remaining credits of electives can be either in or out-of-Faculty (i.e., allowing students to pursue a double major or minor with another program).

### **Specialized Honours**

#### **Year 3: 30 credits**

-12 credits at the 3000 level from the declared AoC of which two core courses (6.0 credits) will be required (\*see below). The core courses are linked to the AoC (see Appendix 5). The remaining 18 credits will be in FES at the 3000 or 4000 level- 4<sup>th</sup> year courses, subject to availability.

#### **Year 4: 30 credits**

- 18 credits from 4000 level courses (changed from 15 credits). Students must take ENV5 4000 6.0 Senior Honours Work as part of their 18 credits.
- Out of faculty requirements: 24 credits

-remaining credits of electives can be either in or out-of-Faculty (i.e., allowing students to pursue a double major or minor with another program).

**Double Major Requirements, 42 credits**

ENVS 1000 6.0

ENVS 2000 6.0

ENVS 2200 6.0

ENVS 2400 6.0

Three credits from: ENVS 2122 3.0, ENVS 2009 3.0, or ENVS 3010 3.0

Six credits at the 3000 level

Nine credits at the 4000 level

**Minor requirements: 30 credits**

ENVS 1000 6.0

ENVS 2000 6.0

ENVS 2200 6.0

ENVS 2400 6.0

Six credits at the 3000 or 4000 level.

**\*Six credits of required courses for declared AoC:**

Environmental Management: 3401 The Science of Pollution, 3.0; and 3402 Ecology and Conservation Science, 3.0 (Appendix 2)

Urban and Regional Environments: 3227 Urban planning and politics in global context 3.0 and 3740 Urban ecology 3.0 (Appendix 2)

Environmental Politics, Justice and Arts: *Select any TWO of the following three courses*: 1. ENVS 3100 3.0 Environmental Arts & Media: Tools, Methods & Action (Appendix 2); 2. ENVS 3160 3.0 Race/Racism and Environmental Justice; 3. ENVS 3125 3.0 Popular Education for Environmental and Social Justice

## Appendix 2: Calendar Copy of Specialized Honours BES Program Requirements

### Changes to the Specialized BES Honours program requirements

**Residency requirement:** At least 60 credits and a maximum of 90 credits shall be in Environmental Studies courses.

**Graduation requirement:** all graduates must complete a minimum of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+). It may be necessary to complete more than 20 full courses (120 credits). Please note, in a Major/Minor program, a course can count only once towards a Major or Minor credit.

**General education, 12 credits:** Following York's philosophy of Undergraduate education, BES students are required to study in Humanities and the Natural Sciences:

#### *Humanities Requirement*

The BES Humanities requirement can be satisfied by taking ENVS 1800 6.0 or a 1000-level course (at least 6 credits) from the following:

- Classical Studies
- English
- French Studies
- History
- Humanities
- Languages, Literature and Linguistics
- Philosophy

#### *Science Requirement*

The General Education Science requirement is met by taking six credits from the following departments:

- Anthropology (AP/ANTH 1120 6.0 only)
- Biology
- Chemistry
- Earth & Atmospheric Science
- Geography (SC/GEOG 1400 6.00 only)
- Natural Science
- Physics & Astronomy
- Science & Technology Studies

It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.

**EXISTING CALENDAR COPY**  
SPECIALIZED HONOURS BES PROGRAM

Major Credits: ~~93~~ credits as follows:

Required Core (18 credits)

ENVS 1000 6.0: Earth in Our Hands  
ENVS 1200 6.0: Taking Action: Engaging  
People and the Environment  
ENVS 2009 3.0: Quantitative Methods in  
Environmental Studies OR  
ENVS 3010 3.0: Qualitative Methods in  
Environmental Studies

~~3 credits at the 3000-level from student's  
declared Area of Concentration~~

**Area of Concentration Requirement (at least  
12 credits)**

~~ENVS 2100 6.0: Foundations in Environment  
and Culture: Philosophy, Arts, Technology and  
Education~~

ENVS 2200 6.0: Foundations of Urban and  
Regional Environments: Analysis, Planning and  
Design

~~ENVS 2300 6.0: Foundations of Environmental  
Politics: Development, Globalization and Justice~~

ENVS 2400 6.0: Foundations of Environmental  
Management: Policy, Resources and  
Conservation

**Faculty Requirement (27 credits)**

~~A minimum of 27 credits at the 3000-level and  
4000-level in Environmental Studies (ENVS)  
courses in addition to the aforementioned  
credits are required. Of these, at least 9 credits  
must be at the 3000-level in the declared Area  
of Concentration and at least 9 credits must be  
at the 4000-level in the declared Area of  
Concentration. The remaining nine credits will  
be satisfied by taking ES/ENVS 4000 6.00 or,  
for the Course Based Option (CBO), two three-  
credit 4000-level courses from student's  
declared Area of Concentration to replace  
ES/ENVS 4000 6.00 and one other three-credit  
course at the 4000-level.~~

**Out-of-Faculty Requirements (24 credits  
outside student's Area of Concentration)**

In addition to the general education  
requirements, students must take 24 credits  
outside of the Faculty. These courses are  
selected based on the student's interest and/or  
other combination program (e.g. double Major or

REVISED CALENDAR COPY  
**SPECIALIZED HONOURS BES PROGRAM**

Major Credits: **108** credits as follows:

All degree candidate students must complete  
the program core for year one and two

**1000 level core courses:**

ENVS 1000 6.0 Earth in our Hands  
ENVS 1200 6.0 Taking Action  
ENVS 1500 6.0 Introduction to Environmental  
Science

**General Education Credits: 12**

ENVS 1800 6.0 Environmental Writing or  
equivalent

**Natural Science 6.0 credits from approved  
list**

**2000 level courses:**

ENVS 2000 6.0 Foundations in Environmental  
Politics, Justice and Arts  
ENVS 2200 6.0 Foundations of Urban and  
Regional Environments  
ENVS 2400 6.0 Foundations in Environmental  
Management

**two Methods courses (6 credits)**

ENVS 3010 3.0 Qualitative Methods in  
Environmental Studies (EM, UREN, EPJAC)  
ENVS 2009 3.0 Quantitative Methods in  
Environmental Studies (EM required)  
ENVS 2122 3.0 Community Arts for Social  
Change

12 credits at the 3000 level from the  
declared AoC of which 6 credits will be  
required

**Six credits of required courses for  
declared AoC:**

Environmental Management:

ENVS 3401 3.0 Science of Pollution  
ENVS 3402 3.0 Ecology and Conservation  
Science

Urban and Regional Environments:

ENVS 3227 3.0 Urban planning and politics in  
global context  
ENVS 3740 3.0 Urban ecology

Minor or certificate programs outside the BES program).

**Free Electives**

Students must take up to **27** credits from any Undergraduate program (including FES). These courses are selected based on the student's interest (e.g. double Major or Minor, certificate programs, and/or other combination program requirements).

**Environmental Politics, Justice and Arts:**

*TWO of the following three courses:*

ENVS 3100 3.0 Environmental Arts & Media

ENVS 3160 3.0 Race/Racism and Environmental Justice

ENVS 3125 3.0 Popular Education for Environmental and Social Justice

18 credits at the 4000 level from the declared AoC, including:

ENVS 4000 6.0 Senior Honours Work

**Out of faculty requirements:** In addition to the general education requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate programs outside the BES program).

**Free Electives.** Students must take up to **12** credits from any Undergraduate program (including FES). These courses are selected based on the student's interest (e.g. double Major or Minor, certificate programs, and/or other combination program requirements).

### **Appendix 3: Calendar Copy of Honours BES Program (120 credits)**

**Residency requirement:** At least 60 credits and a maximum of 90 credits shall be in Environmental Studies courses.

**Graduation requirement:** all graduates must complete a minimum of at least 120 credits, with a minimum overall cumulative grade point average of 5.00 (C+). It may be necessary to complete more than 20 full courses (120 credits). Please note, in a Major/Minor program, a course can count only once towards a Major or Minor credit.

**General education, 12 credits:** Following York's philosophy of Undergraduate education, BES students are required to study in Humanities and the Natural Sciences:

#### *Humanities Requirement*

The BES Humanities requirement can be satisfied by taking ENVS 1800 6.0 or a 1000-level course (at least 6 credits) from the following:

- Classical Studies
- English
- French Studies
- History
- Humanities
- Languages, Literature and Linguistics
- Philosophy

#### *Science Requirement*

The General Education Science requirement is met by taking six credits from the following departments:

- Anthropology (AP/ANTH 1120 6.0 only)
- Biology
- Chemistry
- Earth & Atmospheric Science
- Geography (SC/GEOG 1400 6.00 only)
- Natural Science
- Physics & Astronomy
- Science & Technology Studies

It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.



**EXISTING CALENDAR COPY  
SPECIALIZED HONOURS BES PROGRAM**

**(Course-based Option)**

Major Credits: 93 credits as follows:

**Required Core (18 credits)**

ENVS 1000 6.0: Earth in Our Hands  
ENVS 1200 6.0: Taking Action: Engaging  
People and the Environment  
ENVS 2009 3.0: Quantitative Methods in  
Environmental Studies OR  
ENVS 3010 3.0: Qualitative Methods in  
Environmental Studies

~~3 credits at the 3000-level from student's  
declared Area of Concentration~~

**Area of Concentration Requirement (at least  
12 credits)**

~~ENVS 2100 6.0: Foundations in Environment  
and Culture: Philosophy, Arts, Technology and  
Education~~

ENVS 2200 6.0: Foundations of Urban and  
Regional Environments: Analysis, Planning and  
Design

~~ENVS 2300 6.0: Foundations of Environmental  
Politics: Development, Globalization and Justice~~

ENVS 2400 6.0: Foundations of Environmental  
Management: Policy, Resources and  
Conservation

**Faculty Requirement (27 credits)**

~~A minimum of 27 credits at the 3000-level and  
4000-level in Environmental Studies (ENVS)  
courses in addition to the aforementioned  
credits are required. Of these, at least 9 credits  
must be at the 3000-level in the declared Area  
of Concentration and at least 9 credits must be  
at the 4000-level in the declared Area of  
Concentration. The remaining nine credits will  
be satisfied by taking ES/ENVS 4000 6.00 or,  
for the Course-Based Option (CBO), two three-  
credit 4000-level courses from student's  
declared Area of Concentration to replace  
ES/ENVS 4000 6.00 and one other three-credit  
course at the 4000-level.~~

**Out-of-Faculty Requirements (24 credits  
outside student's Area of Concentration)**

In addition to the general education

**REVISED CALENDAR COPY  
HONOURS BES PROGRAM**

Major Credits: 108 credits as follows:

All degree candidate students must complete  
the program core for year one and two.

**1000 level core courses:**

ENVS 1000 6.0 Earth in our Hands  
ENVS 1200 6.0 Taking Action  
ENVS 1500 6.0 Introduction to Environmental  
Science

**General Education Credits: 12**

ENVS 1800 6.0 Environmental Writing or  
equivalent  
Natural Science 6.0 from approved list

**2000 level courses:**

ENVS 2000 6.0 Foundations in Environmental  
Politics, Justice and Arts  
ENVS 2200 6.0 Foundations of Urban and  
Regional Environments  
ENVS 2400 6.0 Foundations in Environmental  
Management

**Two Methods courses (6credits)**

ENVS 3010 3.0 Qualitative Methods in  
Environmental Studies (EM, UREN, EPJAC  
required)  
ENVS 2009 3.0 Quantitative Methods in  
Environmental Studies (EM required)  
ENVS 2122 3.0 Community Arts for Social  
Change

12 credits at the 3000 level from the declared  
AoC 6 credits are required

**Six credits of required courses for declared  
AoC:**

Environmental Management:

ENVS 3401 3.0 Science and Pollution  
ENVS 3402 3.0 Ecology and Conservation  
Science

Urban and Regional Environments:

ENVS 3227 3.0 Urban planning and politics in  
global context  
ENVS 3740 3.0 Urban ecology

Environmental Politics, Justice and Arts:

*TWO of the following three courses:*  
ENVS 3100 3.0 Environmental Arts & Media

requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate programs outside the BES program).

**Free Electives**

Students must take up ~~to 27 credits~~ from any Undergraduate program (including FES). These courses are selected based on the student's interest (e.g. double Major or Minor, certificate programs, and/or other combination program requirements).

ENVS 3160 3.0 Race/Racism and Environmental Justice  
ENVS 3125 3.0 Popular Education for Environmental and Social Justice

18 credits in FES at the 4000 level from the declared AoC.

**Out of faculty requirements.** In addition to the general education requirements, students must take 24 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program (e.g. double Major or Minor or certificate programs outside the BES program).

**Free Electives.** Students must take up to 12 credits from any Undergraduate program (including FES). These courses are selected based on the student's interest (e.g. double Major or Minor, certificate programs, and/or other combination program requirements).

## Appendix 4: Calendar Copy of 90-credit BES Program Requirements

**Residency requirement:** At least 45 credits shall be in Environmental Studies courses.

**Graduation requirement:** all graduates must complete a minimum of at least 90 credits, with a minimum overall cumulative grade point average of 4.00 (C). It may be necessary to complete more than 15 full courses (90 credits).

**General education, 12 credits:** Following York's philosophy of Undergraduate education, BES students are required to study in Humanities and the Natural Sciences:

### *Humanities Requirement*

The BES Humanities requirement can be satisfied by taking ENVS 1800 6.0 or a 1000-level course (at least 6 credits) from the following:

- Classical Studies
- English
- French Studies
- History
- Humanities
- Languages, Literature and Linguistics
- Philosophy

### *Science Requirement*

The General Education Science requirement is met by taking six credits from the following departments:

- Anthropology (AP/ANTH 1120 6.0 only)
- Biology
- Chemistry
- Earth & Atmospheric Science
- Geography (SC/GEOG 1400 6.00 only)
- Natural Science
- Physics & Astronomy
- Science & Technology Studies

It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits. General education courses are counted only once toward the total number of credits required for the degree and cannot be counted to fulfil any other requirements.

EXISTING CALENDAR COPY	REVISED CALENDAR COPY
<b>BACHELOR'S PROGRAM</b>	<b>BACHELOR'S PROGRAM</b>
Major Credits: <del>75</del> credits as follows:	Major credits: <b>90</b> credits as follows: All degree candidate students must complete the program core for year one and two
<b>Required Core Environmental Studies Courses</b>	

**(15 credits)**

ENVS 1000 6.0: Earth in Our Hands  
ENVS 1200 6.0: Taking Action: Engaging People and the Environment  
ENVS 2009 3.0: Quantitative Methods in Environmental Studies OR  
ENVS 3010 3.0: Qualitative Methods in Environmental Studies

**Area of Concentration Requirement (at least 12 credits)**

~~ENVS 2100 6.0: Foundations in Environment and Culture: Philosophy, Arts, Technology and Education~~

ENVS 2200 6.0: Foundations of Urban and Regional Environments: Analysis, Planning and Design  
~~ENVS 2300 6.0: Foundations of Environmental Politics: Development, Globalization and Justice~~  
ENVS 2400 6.0: Foundations of Environmental Management: Policy, Resources and Conservation

**Faculty Requirement (24 credits)**

~~A minimum of 24 credits at the 3000 level or 4000 level in Environmental Studies (ENVS) courses in addition to the aforementioned credits are required. Of these, at least 12 credits must be in the student's declared Area of Concentration; the remaining 12 credits are selected based on the student's interest.~~

**Out-of-Faculty Requirements (12 credits outside student's Area of Concentration)**

In addition to the general education requirements, students must take 12 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program requirements outside the BES program.

**Free Electives**

~~Students must take up to 15 credits from any Undergraduate program (including FES). These courses are selected based on the student's interest and/or other combination program requirements outside the BES program.~~

**Year 1**

**1000 level core courses:**

ENVS 1000 6.0 Earth in our Hands  
ENVS 1200 6.0 Taking Action  
ENVS 1500 6.0 Introduction to Environmental Science

**General Education Credits: 12**

ENVS 1800 6.0 Environmental Writing *or equivalent*  
Natural Science 6.0 from approved list

**Year 2**

**2000 level courses:**

ENVS 2000 6.0 Foundations in Environmental Politics, Justice and Arts  
ENVS 2200 6.0 Foundations of Urban and Regional Environments  
ENVS 2400 6.0 Foundations in Environmental Management

***Two Methods courses (6 credits)***

ENVS 3010 3.0 Qualitative Methods in Environmental Studies (EM, UREN, EJAC required)  
ENVS 2009 3.0 Quantitative Methods in Environmental Studies (EM required)  
ENVS 2122 3.0 Community Arts for Social Change

**Years 3 and 4**

24 ENVS credits at the 3000 level or 4000 subject to availability; 12 credits must be at the 3000 level from the declared AoC, 6.0 credits of which are required.

**Six credits of required courses for declared AoC:**

Environmental Management:

ENVS 3401 3.0 Science of Pollution  
ENVS 3402 3.0 Ecology and Conservation Science

Urban and Regional Environments:

ENVS 3227 3.0 Urban planning and politics in global context  
ENVS 3740 3.0 Urban ecology

Environmental Politics, Justice and Arts:

*Any TWO of the following three courses:*

ENVS 3100 3.0 Environmental Arts & Media  
ENVS 3160 3.0 Race/Racism and Environmental Justice  
ENVS 3125 3.0 Popular Education for Environmental and Social Justice

**Out-of-Faculty Requirements.** In addition to the general education requirements, students must take 12 credits outside of the Faculty. These courses are selected based on the student's interest and/or other combination program requirements outside the BES program.

<b>EXISTING CALENDAR COPY</b> <b>Minor in Environmental Studies</b> <b>Requirements</b>	<b>REVISED CALENDAR COPY</b> <b>Minor in Environmental Studies</b> <b>Requirements</b>
<p>Students whose home Faculty is Liberal Arts and Professional Studies, or Science or whose home School is the School of the Arts, Media, Performance &amp; Design who want to pursue a Minor in Environmental Studies are required to complete 30 credits in Environmental Studies:</p> <p>ENVS 1000 6.0 Earth in Our Hands  <del>Two full courses (12 credits) in the "foundations" series at the 2000-level (2100 6.0, 2200 6.0, 2300 6.0 or 2400 6.0)</del>  <del>6 credits at the 3000-level or higher</del>  <del>6 credits at the 4000-level</del></p> <p>Students should be aware that, in order to complete the requirements of the Honours <del>Double Major or Honours</del> Major/Minor programs, it may be necessary to complete more than 20 full courses (120 credits). Please note, in a Major/Minor program, a course can count only once towards a Major or Minor credit.</p>	<p>Students whose home Faculty is Liberal Arts and Professional Studies; Faculty of Science or whose home School is the School of the Arts, Media, Performance &amp; Design who want to pursue a Minor in Environmental Studies are required to complete 30 credits in Environmental Studies:</p> <p>ENVS 1000 6.0 Earth in Our Hands  ENVS 2000 6.0 Foundations of Environmental Politics, Justice and Arts  ENVS 2200 6.0 Foundations of Urban and Regional Environments  ENVS 2400 6.0 Foundations of Environmental Management  Six credits at the 3000 or 4000 level.</p> <p>Students should be aware that, in order to complete the requirements of the Honours Major/Minor programs, it may be necessary to complete more than 20 full courses (120 credits). Please note, in a Major/Minor program, a course can count only once towards a Major or Minor credit.</p>

## Appendix 5: Calendar Copy for Areas of Concentration requirements in the BES Program

### BES Program Areas of Concentration

The BES program's three Areas of Concentration reflect the broad understanding of Environmental Studies. Their coherence is established by scholarly, professional and pragmatic considerations. Students use these Areas of Concentration to help define their own path through the program.

EXISTING CALENDAR COPY	REVISED CALENDAR COPY
<p><b>BES Program Areas of Concentration</b> The BES program's <del>four</del> Areas of Concentration reflect FES' broad understanding of Environmental Studies. Their coherence is established by scholarly, professional, and pragmatic consideration. Students use these Areas of Concentration to help define their own path through the program.</p> <p><del><b>Environment and Culture: Philosophy, Arts, Technology and Education</b></del> <del>This Area focuses on the conceptual, historical and cultural roots of human/nature relations and on diverse ways of understanding, expressing and engaging these relations through environmental arts, education, literature, philosophy and other cultural and technological interventions. <b>Sample topics include:</b> environmental ethics and philosophy; environmental and sustainability education; environment, media and communication; human and other animal relations; science, technology and the environment; environmental literatures; community arts.</del></p> <p><del><b>Required Course:</b> ENVS 2100 6.0: Foundations in Environment and Culture: Philosophy, Arts, Technology and Education</del></p> <p><del><b>Choose 9 credits at the 3000-level from the following list:</b></del></p> <p><del>ENVS 3000 3.0: Environmental Ethics and Epistemology (formerly Environmental Ethics)</del> <del>ENVS 3120 3.0: Environmental History</del> <del>ENVS 3122 3.0: Community Arts Practice Preparatory Workshop (Prerequisite: ENVS 2122 3.0)</del> <del>ENVS 3125 3.0: Popular Education for Environmental and Social Justice</del> <del>ENVS 3140 3.0: Environmental and Sustainability Education (formerly Environmental Education)</del> <del>ENVS 3150 3.0: Human/Non-Human Animal Relations</del> <del>ENVS 3151 3.0: Environmental Politics and Advocacy</del> <del>ENVS 3160 3.0: Race/Racism and Environmental Justice</del> <del>ENVS 3170 3.0: Indigenous Environmental Thought</del> <del>ENVS 3230 3.0: Restoration Ecology</del> <del>ENVS 3303 3.0: Politics, Performance and the Art of Resistance</del> <del>ENVS 3320 3.0: Sex, Gender, Nature: Ecofeminist</del></p>	<p><b>BES Program Areas of Concentration</b> The BES program's three Areas of Concentration reflect FES' broad understanding of Environmental Studies. Their coherence is established by scholarly, professional, and pragmatic consideration. Students use these Areas of Concentration to help define their own path through the program.</p> <p><b>Environmental Politics, Justice and Arts: Area of Concentration Description</b> How do we change the world? How do we construct a just society in creative ways? This Area focuses on facing today's environmental challenges through politics, art, philosophy, education and media. You will examine the relationships between humans and environments using literary texts, digital images, pop art and performance. Study how environmental inequalities arise, including class, indigenous, racial and gender dimensions. Learn methods for researching environmental justice issues, and strategies for addressing them both locally and globally. Develop analytical, artistic, writing, collaborative and presentation skills to envision and realize a better environmental future.</p> <p>Sample topics include: environmental racism and justice movements; environmental ethics; digital art and the environment; environmental education; human-animal relations; environmental literature; indigenous sovereignty; human and gender rights; technology, science and politics; culture and global media; sustainable development; the political economy of international development; health equity; climate justice; sexuality and gender-based activism</p> <p><b>Required Courses</b> 2000 6.0 Foundations in Environmental Justice and the Arts <i>Select any TWO of the following three courses:</i> 1. ENVS 3100 3.0 Environmental Arts &amp; Media: Tools, Methods &amp; Action 2. ENVS 3160 Race/Racism and Environmental Justice 3. ENVS 3125 Popular Education for Environmental and Social Justice Two 3.0 credit methods courses from ENVS 2009, ENVS 2122, ENVS 3010</p> <p><b>Courses at the 3000 level</b></p>



**Perspectives**

~~ENVS 3450 3.0: Environment and Health: Social and Political Dimensions~~  
~~ENVS 3891 3.0: The Nature of Cities: The History of Urban Environments in North America~~

**Choose 9 credits at the 4000-level from the following list:**

~~ENVS 4011 3.0: Food, Land, and Culture~~  
~~ENVS 4100 3.0: Environmental Literatures~~  
~~ENVS 4122 6.0: Community Arts Practice Practicum Seminar~~  
~~ENVS 4140 3.0: Environmental Thought~~  
~~ENVS 4161 3.0: Social Movements, Activism and Social Change~~  
~~ENVS 4205 3.0: HIV and Globalization~~  
~~ENVS 4215 3.0: Globalization and Indigenous Peoples~~  
~~ENVS 4310 3.0: Extraction and its Discontents~~  
~~ENVS 4320 3.0: Gender & Development~~  
~~ENVS 4420 3.0: Environment, Media, Culture and Communication~~  
~~ENVS 4421 3.0: Environmental Law & Justice: Stories and Struggles~~  
~~ENVS 4750 3.0: Political Ecology of Landscape~~

~~NOTE: ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year.~~

**Environmental Politics: Development, Globalization and Justice**

~~Communities and environments are being dramatically transformed by the globalization of economies and cultures. This Area is concerned with the analysis of these forces and possible responses to them at local, regional, national and international levels. It involves exploring competing approaches to development, politics and justice that are being formulated and put into practice by a variety of social groups, communities, NGOs, governments, corporations and international organizations.~~

~~**Sample topics include:** Economic globalization, International development, Sustainable development, Gender and development, Human rights and refugee studies, Climate change, Green international business, Culture and global media~~

~~**Required course:** ENVS 2300 6.0: Foundations of Environmental Politics: Development, Globalization and Justice~~

**Choose 9 credits at the 3000-level from the following list:**

ENVS 3000 3.0 Environmental ethics and epistemology  
ENVS 3120 3.0 Environmental history  
ENVS 3122 3.0 Community & Environmental Arts Workshop  
ENVS 3140 3.0 Environmental & Sustainability Education  
ENVS 3150 3.0 Human Animal Studies  
ENVS 3151 3.0 Environmental politics and advocacy I  
ENVS 3170 3.0 Indigenous Environmental Thought  
ENVS 3303 3.0 Politics, performance and the art of resistance  
ENVS 3310 3.0 Tropical Conservation and Sustainable Development  
ENVS 3320 3.0 Sex Gender Nature  
ENVS 3450 3.0 Environment and Health  
ENVS 3340 3.0 Global Environmental Politics  
ENVS 3400 3.0 Climate change science & policy  
ENVS 3410 3.0 Environmental Policy I  
ENVS 3510 3.0 Environmental Economics

**Courses at the 4000 level**

ENVS 4001 3.0/6.0 Placement course  
ENVS 4011 3.0 Food, land and culture  
ENVS 4100 3.0 Environmental Literatures  
ENVS 4122 3.0 Arts and Action  
ENVS 4140 3.0 Environmental Thought  
ENVS 4161 3.0 Social Movements, Activism and Social Change  
ENVS 4215 3.0 Globalization and Indigenous peoples  
ENVS 4210 3.0 Global populations  
ENVS 4223 3.0 Global Cities  
ENVS 4310 3.0 Extraction and its  
ENVS 4420 3.0 Environment, Media, Culture and Communication  
ENVS 4421 3.0 Environmental Law & Justice: Stories and Struggles  
EN VS 4440 3.0 Environmental Disasters  
ENVS 4510 3.0 Ecological Economics  
ENVS 4750 3.0 Political Ecology of Landscapes  
ENVS 4800 3.0 Gender and Climate change  
ENVS 4810 6.0 International Field Course: Ecology and sustainability in Costa Rica

~~NOTE: ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year.~~

~~ENVS 3151 3.0: Environmental Politics and Advocacy~~

~~†~~

~~ENVS 3160 3.0: Race/Racism and Environmental Justice~~

~~ENVS 3303 3.0: Politics, Performance and the Art of Resistance~~

~~ENVS 3340 3.0: Global Environmental Politics~~

~~ENVS 3410 3.0: Environmental Policy I~~

~~ENVS 3420 3.0: Environmental Law~~

~~ENVS 3450 3.0: Environment and Health: Social and Political Dimensions~~

~~ENVS 3510 3.0: Environmental Economics~~

~~ENVS 3800A 3.0: The Politics of Housing~~

~~ENVS 3800V 3.0: Climate Justice~~

**Choose 9 credits at the 4000-level from the following list:**

~~ENVS 4011 3.0: Food, Land and Culture~~

~~ENVS 4161 3.0: Social Movements, Activism and Social Change~~

~~ENVS 4205 3.0: HIV and Globalization~~

~~ENVS 4210 3.0: Global Populations: Critical Environmental Perspectives~~

~~ENVS 4215 3.0: Globalization and Indigenous Peoples~~

~~ENVS 4220 3.0: Urbanization in Developing Countries~~

~~ENVS 4223 3.0: Global Cities~~

~~ENVS 4310 3.0: Extraction and its Discontents~~

~~ENVS 4312 3.0: Global Justice and Humanitarian Internationalism~~

~~ENVS 4320 3.0: Gender & Development~~

~~ENVS 4410 3.0: Environmental Policy II~~

~~ENVS 4421 3.0: Environmental Law & Justice: Stories and Struggles~~

~~ENVS 4440 3.0: Environmental Disasters~~

~~ENVS 4510 3.0: Ecological Economics~~

~~ENVS 4750 3.0: Political Ecology of Landscapes~~

~~ENVS 4800D 3.0: Gender and Climate Change~~

~~NOTE: ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year~~



**EXISTING CALENDAR COPY****Urban and Regional Environments: Analysis, Planning and Design**

This Area of Concentration focuses on the interrelationships of the ecological, social, built and organizational environments within the urban and regional setting. It is the intention of this Area to provide a critical understanding of urban and regional environments incorporated at different scales of built environments, spanning site-specific to global perspectives. By doing this, students will attain a thorough knowledge of the alternative and transformative-based theories, histories and current issues of urbanization and regionalization and their effect on environments, but also learn practical methods of analysis and intervention in different human settlements.

**Sample topics include:** migration and settlement; urbanization and the urban process; environmental design/landscape design; urban sustainability; urban governance and regulation; global cities and global urbanization; urban social and environmental movements; urban and regional planning; healthy and sustainable community development; urban social relations (class, race, gender); Native/Canadian relations.

**Required course:** ENVS 2200 6.0: Foundations of Urban and Regional Environments

**Choose 9 credits at the 3000-level from the following list:**

~~ENVS 3151 3.0: Environmental Politics and Advocacy~~  
 ENVS 3160 3.0: Race/Racism and Environmental Justice  
 ENVS 3222 3.0: Urban Infrastructure  
 ENVS 3225 3.0: Regional Governance  
 ENVS 3226 3.0: Sustainable Urbanism: Environmental Planning and Design  
 ENVS 3227 3.0: Urban Planning and Practice in the Global South  
 ENVS 3230 3.0: Restoration Ecology  
 ENVS 3520 3.0: Applications of Geographical Information Systems in Environmental Studies  
 ENVS 3710 3.0: Landscape Ecology  
 ENVS 3740 3.0: Urban Ecology  
 ENVS 3760 3.0: Plant Ecology  
 ENVS 3800A 3.0: The Politics of Housing  
 ENVS 3891 3.0: The Nature of Cities: The History of Urban Environments in North America

**Choose 9 credits at the 4000-level from the following list:**

ENVS 4011 3.0: Food, Land and Culture  
 ENVS 4161 3.0: Social Movements, Activism and Social Change

**REVISED CALENDAR COPY****Urban and Regional Environments: Analysis, Planning and Design**

This Area of Concentration focuses on the interrelationships of the ecological, social, built and organizational environments within the urban and regional setting. It is the intention of this Area to provide a critical understanding of urban and regional environments incorporated at different scales of built environments, spanning site-specific to global perspectives. By doing this, students will attain a thorough knowledge of the alternative and transformative-based theories, histories and current issues of urbanization and regionalization and their effect on environments, but also learn practical methods of analysis and intervention in different human settlements.

**Sample topics include:** migration and settlement; urbanization and the urban process; environmental design/landscape design; urban sustainability; urban governance and regulation; global cities and global urbanization; urban social and environmental movements; urban and regional planning; healthy and sustainable community development; urban social relations (class, race, gender); Native/Canadian relations.

**Required courses:**

ENVS 2200 6.0: Foundations of Urban and Regional Environments

ENVS 3227 3.0 Urban planning and politics in global context

ENVS 3740 3.0 Urban ecology

Two 3.0 credit methods courses from ENVS 2009, ENVS 2122, ENVS 3010

**Courses at the 3000 level**

ENVS 3120 3.0 Environmental history  
 ENVS 3130 3.0 Energy and the environment  
 ENVS 3160 3.0 Race/Racism and Environmental Justice  
 ENVS 3222 3.0 Urban Infrastructure  
 ENVS 3225 3.0 Regional Governance  
 ENVS 3226 3.0 Sustainable Urbanism  
 ENVS 3227 3.0 Urban Planning & Politics in Global Context  
 ENVS 3230 3.0 Restoration Ecology.  
 ENVS 3420 3.0 Environmental Law  
 ENVS 3510 3.0 Environmental Economics  
 ENVS 3520 3.0 Applications of Geographic Information Systems in Environmental Studies  
 ENVS 3710 3.0 Landscape Ecology  
 ENVS 3740 3.0 Urban Ecology  
 ENVS 3760 3.0 Plant Ecology  
 ENVS 3891 3.0 The Nature of Cities: The History of Urban Environments in North America

**Courses at the 4000 level**

ENVS 4001 3.0/6.0 Placement course  
 ENVS 4011 3.0 Food, Land and Culture  
 ENVS 4161 3.0 Social Movements, Activism and Social Change

<p>ENVS 4210 3.0: Global Populations: Critical Environmental Perspectives  ENVS 4220 3.0: Urbanization in Developing Countries  ENVS 4223 3.0: Global Cities  ENVS 4225 3.0: Urban Sustainability I  ENVS 4230 6.0: Design for Sustainability Workshop  ENVS 4421 3.0: Environmental Law and Justice  ENVS 4440 3.0: Environmental Disasters  ENVS 4442 3.0: Environmental Auditing  ENVS 4520 3.0: Geographical Information Systems Applications in Environmental Studies  <del>ENVS 4700 3.0: Urban Ecologies Workshop</del>  ENVS 4750 3.0: Political Ecology of Landscapes  ENVS 4800Q 3.0: Urban Development Processes</p> <p>NOTE: ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year.</p>	<p>ENVS 4210 3.0: Global Populations: Critical Environmental Perspectives  ENVS 4220 3.0: Urbanization in Developing Countries  ENVS 4223 3.0: Global Cities  ENVS 4225 3.0: Urban Sustainability I  ENVS 4230 6.0: Design for Sustainability Workshop  ENVS 4421 3.0: Environmental Law and Justice  ENVS 4440 3.0: Environmental Disasters  ENVS 4442 3.0: Environmental Auditing  ENVS 4510 3.0 Ecological Economics  ENVS 4520 3.0: Geographical Information Systems Applications in Environmental Studies  ENVS 4750 3.0: Political Ecology of Landscapes  ENVS 4800D 3.0: Selected topics in environmental health  ENVS 4800Q 3.0: Urban Development Processes Perspectives</p> <p><b>NOTE:</b> ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year.</p>
---	--

<p><b>EXISTING CALENDAR COPY</b>  <b>Environmental Management: Policy, Resources and Conservation</b>  This Area examines the origins and nature of environmental challenges facing society and explores ways of addressing these challenges through scientific, socio-economic and policy approaches. It is concerned with existing and emerging strategies for both preventing and managing the impacts of human activities on the natural world, but with critical perspectives on the effectiveness of these strategies and encouragement to think and act creatively. It provides concepts, knowledge, and skills needed to effectively engage in a variety of environmental issues in government, business or not-for-profit sectors. Sample topics include: Ecology and conservation, Environmental assessment, Resource management, Environmental auditing, Energy and the environment Environment and health  Required Courses:  ENVS 2400 6.0: Foundations of Environmental Management: Policy, Resources and Conservation  <del>ENVS 2410 3.0: The Science of Pollution: Impacts on the Environment and Human Health</del>  <del>ENVS 2420 3.0: Ecology and Conservation Science</del>  ENVS 2009 3.0: Quantitative Methods  ENVS 3010 3.0: Qualitative Methods</p> <p>Choose 9 credits at the 3000-level from the following list:</p> <p>ENVS 3130 3.0: Energy and Environment  ENVS 3230 3.0: Restoration Ecology  ENVS 3310 3.0: Tropical Conservation and</p>	<p><b>REVISED CALENDAR COPY</b>  <b>Environmental Management: Policy, Resources and Conservation</b>  This Area examines the origins and nature of environmental challenges facing society and explores ways of addressing these challenges through scientific, socio-economic and policy approaches. It is concerned with existing and emerging strategies for both preventing and managing the impacts of human activities on the natural world, but with critical perspectives on the effectiveness of these strategies and encouragement to think and act creatively. It provides concepts, knowledge, and skills needed to effectively engage in a variety of environmental issues in government, business or not-for-profit sectors. Sample topics include: Ecology and conservation, Environmental assessment, Resource management, Environmental auditing, Energy and the environment Environment and health</p> <p><b>Required Courses:</b>  ENVS 2400 6.0: Foundations of Environmental Management: Policy, Resources and Conservation  ENVS 3401 3.0 The Science of Pollution  ENVS 3402 3.0 Ecology and Conservation Science  Two methods courses: ENVS 2009 3.0: Quantitative Methods &amp; ENVS 3010 3.0: Qualitative Methods</p> <p><b>Courses at the 3000 level</b>  ENVS 3130 3.0 Energy and Environment  ENVS 3230 3.0 Restoration Ecology  ENVS 3310 3.0 Tropical Conservation and Sustainable Development  ENVS 3340 3.0 Global Environmental Politics</p>
--	--

<p>Sustainable Development  ENVS 3340 3.0: Global Environmental Politics  ENVS 3400 3.0: Introduction to Climate Change Science and Policy  ENVS 3410 3.0: Environmental Policy I  ENVS 3420 3.0: Environmental Law  ENVS 3430 3.0: Environmental Assessment  ENVS 3440 3.0: Resource Management  ENVS 3450 3.0: Environment and Health: Social and Political Dimensions  ENVS 3505 3.0: Business and Sustainability  ENVS 3510 3.0: Environmental Economics  ENVS 3520 3.0: Applications of Geographic Information Systems in Environmental Studies  ENVS 3521 3.0: Environmental Remote Sensing  ENVS 3760 3.0: Plant Ecology  ENVS 3800A 3.0: The Politics of Housing  ENVS 3800S 3.0: Green Criminology  ENVS 3800V 3.0: Climate Justice</p> <p>Choose 9 credits at the 4000-level from the following list:</p> <p>ENVS 4011 3.0: Food, Land and Culture  ENVS 4041 6.0: Alternative Economics Firms &amp; Arrangements  ENVS 4110 3.0: Conservation Biology  ENVS 4111 3.0: Biodiversity  ENVS 4230 6.0: Design for Sustainability Workshop  ENVS 4400 3.0: Fundamentals of Renewable Energy  ENVS 4401 3.0: Fundamentals of Energy Efficiency  ENVS 4430 3.0: Impact Assessment Processes and Practice  ENVS 4440 3.0: Environmental Disasters  ENVS 4442 3.0: Environmental Auditing  ENVS 4445 3.0: Ontario Environmental Politics &amp; Policy  ENVS 4446 3.0: Protected Area Management  ENVS 4447 3.0: Northern Ecosystems  ENVS 4510 3.0: Ecological Economics  ENVS 4520 3.0: Geographical Information Systems Applications in Environmental Studies  ENVS 4521 3.0: Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring  ENVS 4523 3.0: Systems Thinking in Environmental Studies  ENVS 4810A 6.0: International Field Experience: Costa Rica  <del>ENVS 4800D 3.0: Gender and Climate Change</del></p> <p>NOTE: ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year.</p>	<p>ENVS 3400 3.0 Introduction to Climate Change Science and Policy  ENVS 3410 3.0 Environmental Policy I  ENVS 3420 3.0 Environmental Law  ENVS 3430 3.0 Environmental Assessment  ENVS 3440 3.0 Resource Management  ENVS 3450 3.0 Environment and Health  ENVS 3505 3.0 Business and Sustainability  ENVS 3510 3.0 Environmental Economics  ENVS 3520 3.0 Applications of Geographic Information Systems in Environmental Studies  ENVS 3521 3.0 Environmental Remote Sensing  ENVS 3522 3.0 Spatial Analysis of Environmental Problems (New Course)  ENVS 3760 3.0 Plant Ecology</p> <p><b>Courses at the 4000 level</b>  ENVS 4001 3.0/6.0 Placement  ENVS 4011 3.0 Food, Land and Culture  ENVS 4041 6.0 Alternative Economics Firms &amp; Arrangements  ENVS 4110 3.0 Conservation Biology  ENVS 4111 3.0 Biodiversity  ENVS 4230 6.0 Design for Sustainability Workshop  ENVS 4310 3.0 Extraction and its discontents  ENVS 4400 3.0 Fundamentals of Renewable Energy  ENVS 4401 3.0 Fundamentals of Energy Efficiency  ENVS 4402 3.0 Climate Change Mitigation  ENVS 4410 3.0 Environmental Policy II  ENVS 4421 3.0 Environmental Law &amp; Justice  ENVS 4430 3.0 Impact Assessment Processes and Practice  ENVS 4440 3.0 Environmental Disasters  ENVS 4442 3.0 Environmental Auditing  ENVS 4445 3.0 Ontario Environmental Politics and Policy  ENVS 4446 3.0 Protected Area Management  ENVS 4447 3.0 Northern Ecosystems  ENVS 4510 3.0 Ecological Economics  ENVS 4520 3.0 Geographical Information Systems Applications in Environmental Studies  ENVS 4521 3.0 Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring  ENVS 4522 3.0 Web GIS (New Course)  ENVS 4523 3.0 Systems Thinking in Environmental Studies  ENVS 4800D 3.0 Advanced topics in environment &amp; health  ENVS 4810A 6.0 International Field Experience: Costa Rica</p> <p>NOTE: ENVS 3900 and/or 4900 Directed Reading/Study Courses do not fulfill the Area of Concentration requirements, unless prior approval is received by the Undergraduate Program Director. Not all courses may be offered in a given year.</p>
--	--

## Appendix 6: BES Degree level and program level expectations

**Preamble:** There are two degrees in the BES program, a Bachelor's and Honours degree. Also, there is a high degree of similarity between the degree level and program level expectations for these two degrees. FES is currently undertaking a significant curriculum mapping exercises for all of the courses and the two degrees and we can provide the Excel file(s) for those details upon request. For the purposes of this proposal, we provide a summary.

### Faculty of Environmental Studies

Program	FES
Degree type	Bachelors of Environmental Studies <i>Specialized Honours</i> (120 credits); <i>Honours</i> (120 credits); <i>Bachelor</i> (90 credits)
Degrees	BES
Department	NA

	Degree – Level Expectations	Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	Appropriate Degree Requirement and Assessment ( <i>Align courses and assessment methods / activities with the program learning objectives</i> )
<b>1-Depth and Breadth of Knowledge</b>	Developed critical thinking skills using interdisciplinary perspectives on key contemporary environmental issues.	<p>a. Identify and situate key concepts, methodologies, theoretical approaches and assumptions generally in ES and within an AoC (Bachelor's)</p> <p>b. Use critical and interdisciplinary perspectives on environmental issues (Bachelor's)</p> <p>c. Identify, situate and critically apply key concepts, methodologies, current advances, theoretical approaches and assumptions generally in ES and within an AoC (Honours)</p>	<p><b>Breadth:</b> First year courses: ENVS 1000 ENVS 1200 ENVS 1500</p> <p>General Education credits ENVS 1800 (<i>humanities or equiv</i>) <i>Natural Science 6 credits</i></p> <p>Three foundation courses each linking to an Area of Concentration. Each foundation course provides a substantive overview of an AoC. ENVS 2000 ENVS 2200 ENVS 2400</p> <p><b>Depth</b> - Specialized courses within AoC: Bachelor's - 24 ENVS credits at the 3000 level or 4000; 12 credits at the 3000 level from the declared AoC, 6.0 credits of which are required. <b>Honours</b> - 12 credits at the 3000 level from the declared AoC, 6 credits are required. 18 credits in FES at the 4000 level from the declared AoC providing more depth within the AoC.</p>

	Degree – Level Expectations	Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	Appropriate Degree Requirement and Assessment ( <i>Align courses and assessment methods/activities with the program learning objectives</i> )
2- Knowledge of Methodologies	Conduct analyses on environmental issues from many perspectives	Engage in methods of enquiry or creative activity or both, in Environmental Studies to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques (Bachelor's); b) devise and sustain arguments or solve problems using these methods (Bachelor's); and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship (Honours).	First year courses provide an introduction to methodologies (1000, 1200, 1500 1800 or equivalent, 1900) All students must take two methods courses of these three: ENVS 3010 Qualitative ENVS 2009 Quantitative ENVS 2122 Arts-based  While probably all of our 3 <sup>rd</sup> and 4 <sup>th</sup> year courses provide additional training on Methodologies, the following course LOs are mapped to this DLE: 3100, 3120, 3151, 3310, 3440, 3520, 3760 4100, 4122, 4230, 4430, 4510, 4520, 4523, 4750, 4800D, 4800Q
3- Application of Knowledge	Understand, analyze and engage with environmental topics, especially within their identified AoC; (Bachelor's and Honours)	a. Review, present and interpret qualitative and quantitative information to develop lines of argument in accordance to Environmental Studies concepts (Bachelor's)  b. Use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions (Honours)	Virtually all BES courses have a LO that mapped to this DLE.
4- Communication skills	Communicate accurately and reliably, orally and in writing to a range of audiences (Bachelor's).  Communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences (Honours).	Communicate accurately and reliably, orally and in writing to a range of audiences on pressing environmental challenges (Bachelor's).  Communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences on pressing environmental challenges (Honours).	The following course LOs are mapped to this DLE: <b>Year 1:</b> 1000, 1200, 1500, 1800 Gen Ed science <b>Year 2:</b> 2000, 2120, 2122, 2300, 2400  <b>Year 3:</b> 3010, 3100, 3120, 3122, 3130, 3140, 3150, 3222, 3225, 3340, 3401, 3440, 3450, ,3710, 3740 <b>Year 4:</b> 4000, 4001, 4122, 4223, 4400, 4420, 4421, 4440, 4445

<p>5- Awareness of Limits of Knowledge</p>	<p>An understanding of the limits to their own knowledge, and existing analyses of knowledge, and how this might influence analyses and interpretations. (Bachelor's)</p> <p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. (Honours)</p>	<p>Reflect on the limitation of their interpretations of their own knowledge, and existing knowledge (Bachelor's)</p> <p>Reflect on the limitation of their interpretations and analyses of their own knowledge, and existing knowledge, might influence analyses and interpretations. (Honours)</p>	<p>The following course LOs are mapped to this DLE: Year 1: 1200</p> <p>Year 2: 2000, 2122</p> <p>Year 3: 3010, 3122, 3125</p> <p>Year 4: 4000, 4001, 4223, 4800D</p> <p><b>Specialized Honours</b> – ENV5 4000 is Senior Honours Work; ENV5 4001 is BES Placement</p>
<p>6- Autonomy and Professional Capacity</p>	<p>To work effectively and professionally with others. (Bachelor's &amp; Honours)</p> <p>To exercise initiative. (Bachelor's &amp; Honours)</p> <p>To demonstrate independence in knowledge production (Honours)</p>	<p>Work effectively and professionally with others including the ability to recognize the power dynamics in group settings and acknowledge and respect different ways of knowing. (Bachelor's)</p> <p>Exercise initiative, personal responsibility and accountability in both personal and group contexts (Bachelor's)</p> <p>Demonstrate independence in knowledge production (Honours)</p>	<p>The following course LOs are mapped to this DLE: Year 1: 1200</p> <p>Year 2: 2400</p> <p>Year 3: 3120, 3122, 3140, 3150, 3222, 3225, 3230, 3320, 3440</p> <p>Year 4: 4000, 4001, 4122, 4210, 4442</p> <p><b>Specialized Honours</b> – ENV5 4000 is Senior Honours Work; ENV5 4001 is BES Placement</p>

## Major Modifications Proposal

1. **Program:** York/Humber College Dual Credential Program in International Development Management Studies
  2. **Degree Designation:** Honours Bachelor in Environmental Studies (BES)
  3. **Type of Modification:** Change in program requirements; Change in program name and type
  4. **Effective Date:** FW 2017-2018
- 

### 5. Provide a general description of the proposed changes to the program.

The *York/Humber College Dual Credential Program in International Development Management Studies* is a dual credential program housed in the Faculty of Environmental Studies. In December 2014, representatives from the two programs met to discuss the program and to update any changes that may have been made in the respective programs. Two main changes were discussed: changing BES program requirements for students going from York University (YU) to HC, updating the nomenclature of the program; and changing the name of the Diploma from Humber to International Development.

### 6. Provide the rationale for the proposed changes.

HC acknowledged that any student from BES program at York could be a potential applicant for the Dual Credential program and that applicants should no longer be limited to students in the Environmental Politics Area of Concentration (AoC). HC has also changed the name of their certificate program to International Development (ID), so the name needs to be updated.

*Clarity and appropriateness of the degree requirements of the Dual/Combined program relative to the originating program's requirements.* The proposed Dual Credential Program recognizes the need for broader training in certain environmental areas than either York or HC offers alone. It combines two complementary programs, thus enhancing the education of students as well as their ability to find jobs in their field. It responds to FES student's understandable concern for enhanced opportunities in applied and hands-on training while confirming York's commitment to the values of a broader education. The Dual Credential Program recognizes that the two arms of the provincial post-secondary educational system enjoy unique, but complementary strengths, and that there is little point in trying to duplicate each other's strong points and strengths. Rather, by sharing facilities, and co-operating in curriculum design, we can greatly enhance the educational opportunities available to students currently enrolled in both kinds of institutions, thereby maximizing available resources and avoiding competition and duplication. York's strengths in Environmental Studies provides a well-rounded, interdisciplinary education in various fields relating to natural, built, and social environments. HC's strengths are in the hands-on, technical areas associated with international development. The Dual Credential Program thus provides a broader education than either institution can mount alone, emphasizing field and practical skills as well as skills in critical analysis, issue analysis, effective management and problem solving and independent and teamwork. An additional objective of the Dual Credential Program is to bolster enrolment in both institutions by joining two existing programs. The York-Humber Dual Credential Program is a one way partnership;

students begin at York and then take the post-diploma certificate in a degree-completion arrangement.

## **7. Comment on the alignment between the program changes with Faculty and/or University academic plans.**

The FES Academic Plan states that the BES program is committed to preparing students to take action on critical environmental issues. Students are encouraged to explore alternatives, strategies, and action related to social and environmental change. The Dual Credential Program in ID provides enhanced opportunities for BES students. FES Academic Plan for the BES program states:

-“Continue to ensure an excellent undergraduate curriculum...

-Continually review and update the undergraduate curriculum...

-Review and update BES Certificates and Dual Credential Programs to ensure these continue to reflect faculty strengths and students’ needs.”

The proposed change of updating and improving the Dual Credential Program with HC meets goals articulated in our Academic Plan.

## **8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

See ASCP Item 7 a above, Appendix A. The detailed changes are as follows:

### **BES program at York:**

- remove ENVS 2300 6.0 Foundations of Environmental Politics, ENVS 3000 3.0 Environmental Ethics and Epistemology, ENVS 3226 3.0, Planning Environmentally, ENVS 3310 3.0 Tropical conservation and sustainable development; ENVS 3340 3.0 Global environmental politics, ENVS 3430 3.0 Environmental Assessment from the list of required courses and to require the common 1<sup>st</sup> and 2<sup>nd</sup> year and 3<sup>rd</sup> year requirements as outlined for the Honours BES program
- require 12 credits at the 3000 level from the declared AoC of which two core courses (6 credits) will be required
- require ENVS 3505 3.0 Business and Sustainability or ENVS 4442 3.0 Environmental Auditing
- require an advocacy course: ENVS 3303 3.0 Politics, Performance and the Art of Resistance or ENVS 3151 3.0 Environmental Politics & Advocacy
- 18 credits at the 4000 level from the student’s respective AoC
- an international field course, an accounting course to provide students with the basic accounting skills (AP/ADMS 1500 3.0) and a language course are all being recommended as electives to increase likelihood of being accepted to Humber College.
- to expand the opportunity for all BES students, regardless of their area of concentration, the ability to apply to the dual credential program with Humber College.



## Updating the nomenclature of the program:

- Change program type from a “Joint Program” to a “Dual Credential Program” to align with definitions articulated in the new *York University Quality Assurance Procedures*
- Change the name of the Diploma at Humber College from *International Project Management* to *International Development (ID)*.

**9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

See ASCP Item 7 a above, Appendix A.

**10. Are changes to the program’s admission requirements being proposed coincident with the program change(s)?**

There are no changes to the admissions requirements to the BES program or the Humber Diploma program.

**11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

No change in resources.

**12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

The learning outcomes will include a combination of the BES Honours degree and the HC post-graduate certificate. In the BES program a minimum of 75% of the courses provide theoretical grounding and require written work as part of the assessment and require foundation and methods courses. In HC the majority of the courses provide practical training: “*this program provides you with the skills, knowledge and experience required to identify, grow, develop and manage international development and disaster relief projects anywhere in the world.*” In the first two semesters at HC, students take a series of courses in international development and the final semester students go out on a field placement (see Appendix 2E). Taken together, this structure with the required courses fulfills the expected learning outcomes of the Dual Credential Program.

**13. Provide a summary of how students currently enrolled in the program will be accommodated.**

Continuing students who are currently enrolled in the DC program will be permitted to complete their existing degree and program of study under the grandparenting rules. The Faculty of Environmental Studies is committed to ensuring minimum disruption to students through adherence to grandparenting principles. The grandparenting rules will be in effect until 2020 convocation with February 2021 convocation being the final date. Students who have not

completed the requirements of their grandparented program by the end of the Fall 2020 Session will be required to follow the program new requirements. Accordingly, new students being admitted in Fall 2017-2018 Session will be following the new program requirements. At the course level, grandparenting rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented.

**14. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

See Appendix 1 below.

## York–Humber College Dual Credential Program in International Development

York University students in the BES program may apply to the Dual Credential program in International Development at Humber College at the beginning of their third year of studies, and must be in the BES Honours program and maintain a minimum Grade Point Average of 5.0 (C+). Upon successful completion of the Dual Credential program, students receive a BES Honours degree from York University and a Post-Graduate Certificate in International Development from Humber College. Students who intend to pursue this option must declare their intention after their first year of study in the BES Honours program.

**Note:** Admission to this Dual Credential program is contingent upon Humber’s own admissions criteria and is therefore not automatic or guaranteed. To be considered for admission, applications to Humber College must be submitted by February 1st of each year through the Ontario College Application Services. It is strongly recommended that students have a second language training as well as experience either working with an international development organization or traveling outside of Canada (for example, through an international field course such as ES/ENVS 4810A 6.0 Ecology and Sustainability in Costa Rica).

EXISTING CALENDAR COPY	REVISED CALENDAR COPY
<p><b>Degree Requirements for Students First Enrolling in the BES Program at York</b></p> <p><b>Year 1 (30 credits)</b>            ENVS 1000 6.0: Earth in Our Hands            ENVS 1200 6.0: Taking Action: Engaging People and the Environment            ENVS 1500 6.0: Introduction to Environmental Science: The Web of Life  <del>Humanities General Education (6 credits)</del>            Electives (6 credits)</p> <p><b>Year 2 (30 credits)</b>            ENVS 2009 3.0: Quantitative Methods in Environmental Studies            ENVS 3010 3.0: Qualitative Methods in Environmental Studies  <del>ENVS 2300 6.0: Foundations of Environmental Politics</del>            ENVS 2400 6.0: Foundations of Environmental Management            Electives (15 credits) — It is strongly recommended to include ES/ENVS 3505 3.0 and AP/ADMS 1500 3.0.</p>	<p><b>Degree Requirements for Students First Enrolling in the BES Program at York</b></p> <p><b>Major credits as follows:</b></p> <p><b>Year 1 (33 credits)</b>            ENVS 1000 6.0: Earth in Our Hands            ENVS 1200 6.0: Taking Action: Engaging People and the Environment            ENVS 1500 6.0: Introduction to Environmental Science:            General Education Credits: 12 credits            ENVS 1800 6.0 Environmental Writing or equivalent            Natural Science 6.0 from approved list</p> <p>Electives  <b>It is strongly recommended to include AP/ADMS 1500 3.0</b></p> <p><b>Year 2 (33 credits)</b>            ENVS 2009 3.0: Quantitative Methods in Environmental Studies            ENVS 3010 3.0: Qualitative Methods in Environmental Studies  <b>ENVS 2000 6.0: Foundations in Environmental Politics, Justice and Arts</b>  <b>ENVS 2200 6.0 Foundations of Urban and Regional Environments</b>            ENVS 2400 6.0: Foundations of Environmental Management</p>

<p><b>Year 3 (30 credits)</b></p> <p><del>ENVS 3000 3.0: Environmental Ethics and Epistemology</del>  <del>ENVS 3226 3.0: Planning Environmentally</del>  OR  <del>ENVS 3310 3.0: Tropical Conservation and Sustainable Development</del>  <del>ENVS 3340 3.0: Global Environmental Politics</del>  <del>ENVS 3430 3.0: Environmental Assessment</del>  18 credits at the 4000-level from the Area of Concentration in Environmental Politics</p> <p><b>Year 4 (at Humber College)</b>  Course selections will be determined by the Humber College Program Coordinator during an individual advising appointment.</p>	<p><b>ENVS 3505 3.0: Business and Sustainability: Issues and strategies or ENVS 4442 Environmental Auditing</b></p> <p><b>ENVS 3303 3.0 Politics, Performance and the Art of Resistance or ENVS 3151 3.0 Environmental Politics &amp; Advocacy</b></p> <p>Electives  <b>It is strongly recommended to include a second language course</b></p> <p><b>Year 3 (30 credits)</b></p> <p>12 credits at the 3000 level from the student's declared AoC of which 6 credits will be required</p> <p><b>Six credits of required courses for declared AoC:</b></p> <p><u>Environmental Management:</u>  ENVS 3401 3.0 Science of Pollution  ENVS 3402 3.0 Ecology and Conservation Science</p> <p><u>Urban and Regional Environments:</u>  ENVS 3227 3.0 Urban planning and politics in global context</p> <p>ENVS 3740 3.0 Urban ecology  <u>Environmental Politics, Justice and Arts</u></p> <p><i>Select any TWO of the following three courses:</i></p> <p>ENVS 3100 3.0 Environmental Arts &amp; Media</p> <p>ENVS 3160 3.0 Race/Racism and Environmental Justice</p> <p>ENVS 3125 3.0 Popular Education for Environmental and Social Justice</p> <p>18 credits at the 4000-level in FES-recommended ENVS 4011 3.0, ENVS 4161 3.0, ENVS 4215 3.0, ENVS 4220 3.0, ENVS 4310 3.0,</p> <p><b>Year 4 (at Humber College)</b>  Course selections will be determined by the Humber College Program Coordinator during an individual advising appointment.</p>
---	--

## Communication Summary

Dec 8, 2015, "Marcela Porporato" [porpomar@yorku.ca](mailto:porpomar@yorku.ca)

At first glance the course we offer AP/ADMS1500 seems to be the right course for the purpose intended. Recently we have decided to include ADMS1500 as the required accounting course in the business minor (30 credits) offered by our School, the rationale and learning outcomes included are as follow: ADMS1500: This course is the first course in accounting and represents a steep learning curve for students that never had been exposed to accounting in high school or college. The course has term project/quizzes, mid-terms and a final exam designed to test the knowledge of the mechanics of accounting as well as the application of core concepts and techniques.

Currently the course is offered in the Summer, Fall and Winter terms. The class size is 150 and we offer more than 1 section in Fall and Winter, a minimum of 750 seats are available per year so it can certainly accommodate the demand from your program. I am saying this as a background of why we oppose to CASing seats in ADMS courses. The volume that we have is so large that accommodating a handful of students is better done without restrictions (our School manages more than 40,000 seats per year so the CASing done is limited to identify the programs that can self enrol in each course). I hope that your program/department/faculty would be OK with this restriction from our part.

We will initiate the collegial process immediately but I'm not sure if we can have a formal reply by mid-January given the dates of the meetings in our School and the winter break effect. To speed thing up we'll discuss the idea with the accounting area and if there are no objections I estimate that our School will be providing you a more formal answer by your ideal deadline.

Thanks again for thinking about this course and if more details are needed regarding this or other courses please let us know (I'm copying Adriano Solis who is the acting director of SAS).

Marcela Porporato

## PROGRAM LEARNING OUTCOMES – Certificate in International Development, Humber College

Provincial Program Standard Vocational Learning Outcomes/ Provincial Program Description	HUMBER Course Codes and Titles
<b>Contribute directly to project planning and the articulation of project goals having national or regional objectives, including the preparation or modification of proposals and bids, and the negotiation of program/project elements and budgets.</b>	BUS 5013, Project design simulation, Hum assistance
Implement strategies to secure project funding.	Same as above
Establish administrative systems and procedures relating to program approval processes, reporting systems, technical assistance requirements, procurement, international travel and project termination/evacuation.	Operations Mgt., BUS 5014, careers, Hum Ass
Assist in the co-operative management with partners of specific program and project elements, including the development of implementation plans and strategies, in-course project monitoring and evaluation, and project modification as required.	Monitoring and Eval, BUS 5013, Project design simulation
Assume responsibility for the management of key financial and physical resources associated with projects, including planning, procurement, monitoring and reporting on progress, reviewing and revising initial plans based on in-project performance, and preparing reports for further analysis and review.	Finance, M&E, BUS 5013, Project design simulation, hum assistance
<b>Demonstrate effective human resource management and labour relations skills relating to projects, including the recruitment and supervision of project personnel and effective interaction with external specialists or consultants acting under contract.</b>	BUS 5014, Operations Mgt
<b>Perform statistical analysis in a business environment.</b>	M&E, BUS 5013, Project design simulation,
Interpret and apply national and international regulations.	M&E, BUS 5013, Project design simulation, Ops Mgt, Bus 5014
Demonstrate an understanding of individual and corporate ethics in a business environment, and the importance of effective leadership and team-building in joint ventures based on international co-operation.	<i>BUS 5014, Ops Mgt.</i>
Communicate and work effectively in cross-cultural environments.	Geog 5000, BUS 5014, as a theme across the program
Use industry specific language to describe challenges, solutions and opportunities across the ID arena.	All courses

**Changes to the York – Seneca Dual Credential Program in Urban Sustainability**

The proposed changes to the BES Specialized Honours and Honours BES program requirements (ASCP Item 7 a above) impact the **York – Seneca Dual Credential Program in Urban Sustainability**, and as such changes to its program requirements are necessary. The program learning outcomes remain the same and students will still have the capacity to complete the Dual Credential program in five years. The revisions to the requirements are set out below.

**York – Seneca Dual Credential Program in Urban Sustainability**

York University students in the BES Honours program may apply to the Dual Credential program in Urban Sustainability (DCUS) at Seneca College during their third year of studies, and must maintain a minimum Grade Point Average of 5.0 (C+). After successfully completing the DCUS, students will receive an Honours BES degree and an Advanced Diploma in Civil Engineering Technology. Students who intend to pursue this option must declare their intention after their first year in the BES program and must declare Urban and Regional Environments as their Area of Concentration and must fulfill those requirements. The math requirement for BES students is Grade 12 Mathematics: (C) or (U) or Grade 11 Mathematics: MCR3 (U). Grade 12 MCT4C, MHF4U, MCV4U or MAP4 (C) may also be considered.

<p><b>EXISTING CALENDAR COPY</b>  <b>Degree Requirements for Students First Enrolling in the BES Program at York</b></p>	<p><b>REVISED CALENDAR COPY</b>  <b>Degree Requirements for Students First Enrolling in the BES Program at York</b></p>
<p><b>Year 1 (30 credits)</b>                      ENVS 1000 6.0: Earth in Our Hands                      ENVS 1200 6.0: Taking Action: Engaging People and the Environment                      ENVS 1500 6.0: Introduction to Environmental Science: The Web of Life  <del>Humanities General Education (6 credits)</del>                      Electives (6 credits)</p>	<p><b>Year 1 (30 credits)</b>                      ENVS 1000 6.0: Earth in Our Hands                      ENVS 1200 6.0: Taking Action: Engaging People and the Environment                      ENVS 1500 6.0: Introduction to Environmental Science: The Web of Life                      ENVS 1800 6.0 Environmental Writing or equivalent                       Electives (6 credits)</p>
<p><b>Year 2 ( 30 credits)</b>  <del>ENVS 2100 6.0: Foundations in Environment and Culture</del>                      ENVS 2200 6.0: Foundations of Urban and Regional Environments  <del>ENVS 2410 3.0: The Science of Pollution</del>  <del>ENVS 2420 3.0: Ecology and Conservation Science</del>                      ENVS 2009 3.0: Quantitative Methods in Environmental Studies  <del>Electives (9 credits)</del></p>	<p><b>Year 2 (30 credits)</b>  <b>ENVS 2000 6.0: Foundations in Environmental Politics, Justice, and Arts</b>                      ENVS 2200 6.0 Foundations of Urban and Regional Environments  <b>ENVS 2400 6.0: Foundations of Environmental Management</b>                      ENVS 2009 3.0: Quantitative Methods in Environmental Studies  <b>ENVS 3401 3.0: The Science of Pollution</b>  <b>ENVS 3402 3.0: Ecology and Conservation Science</b>  <b>Electives (3 credits)</b></p>
<p>Year 3 ( 30 credits)</p>	<p>Year 3 (30 credits)</p>
<p>ENVS 3520 3.0: Applications of Geographic</p>	<p>ENVS 3520 3.0: Applications of Geographic</p>

<p>Information Systems in Environmental Studies  ENVS 3225 3.0: Regional Governance  ENVS 3226 3.0: Planning Environmentally  ENVS 4225 3.0: Urban Sustainability I  ENVS 4442 3.0: Environmental Auditing  15 credits at the 4000-level from the Area of Concentration in Urban and Regional Environments</p> <p>Years 4 and 5 (at Seneca College)  Course selections will be determined with the Seneca Program Coordinator during an individual advising appointment.</p>	<p>Information Systems in Environmental Studies  ENVS 3225 3.0: Regional Governance  ENVS 3226 3.0: Planning Environmentally  ENVS 4225 3.0: Urban Sustainability I  ENVS 4442 3.0: Environmental Auditing  15 credits at the 4000-level from the Area of Concentration in Urban and Regional Environments</p> <p>Years 4 and 5 (at Seneca College)  Course selections will be determined with the Seneca Program Coordinator during an individual advising appointment.</p>
--	--



**Changes to the York–Fleming College Dual Credential Program in Ecosystem Management Technology**

The proposed changes to the BES Specialized Honours and Honours BES program requirements (ASCP Item 7 a above) impact the **York – Fleming College Dual Credential Program in Ecosystem Management Technology**, and as such changes to its program requirements are necessary. The program learning outcomes remain the same and students will still have the capacity to complete the Dual Credential program in five years. The revisions to the requirements are set out below.

**York–Fleming College Dual Credential Program in Ecosystem Management Technology**

York University students in the BES Honours program may apply to the Dual Credential program in Ecosystem Management (DCEM) at Fleming College (FC) during their third year of studies, and must maintain a minimum Grade Point Average of 5.00 (C+). After successfully completing the DCEM, students will receive their BES Honours Degree and their Advanced Diploma in Ecosystem Management Technology (EMX). Students who intend to pursue this option must declare their intention after their first year in the BES program, must declare Environmental Management as their Area of Concentration and must fulfill those requirements.

<b>EXISTING CALENDAR COPY</b> <b>Degree Requirements for Students First Enrolling in the BES Program at York</b>	<b>REVISED CALENDAR COPY</b> <b>Degree Requirements for Students First Enrolling in the BES Program at York</b>
<p><b>Year 1 (30 credits)</b></p> <p>ENVS 1000 6.0: Earth in Our Hands                      ENVS 1200 6.0: Taking Action: Engaging People and the Environment                      ENVS 1500 6.0: Introduction to Environmental Science: the Web of Life  <del>Humanities General Education (6 credits)</del>                      Electives (6 credits)</p>	<p><b>Year 1 (30 credits)</b></p> <p>ENVS 1000 6.0: Earth in Our Hands                      ENVS 1200 6.0: Taking Action: Engaging People and the Environment                      ENVS 1500 6.0: Introduction to Environmental Science: the Web of Life  <b>ENVS 1800 6.0 Environmental Writing or equivalent</b>                      Electives (6 credits)</p>
<p><b>Year 2 (30 credits)</b></p> <p><del>ENVS 2100 6.0: Foundations in Environment and Culture</del>                      ENVS 2400 6.0: Foundations of Environmental Management  <del>ENVS 2410 3.0: The Science of Pollution</del>  <del>ENVS 2420 3.0: Ecology and Conservation Science</del>                      ENVS 2009 3.0: Quantitative Methods in Environmental Studies                      ENVS 3010 3.0: Qualitative Methods in</p>	<p><b>Year 2 (33 credits)</b></p> <p><b>ENVS 2000 6.0: Foundations in Environmental Politics, Justice, and Arts</b>  <b>ENVS 2200 6.0 Foundations of Urban and Regional Environments</b>                      ENVS 2400 6.0: Foundations of Environmental Management                      ENVS 2009 3.0: Quantitative Methods in Environmental Studies                      ENVS 3010 3.0: Qualitative Methods in Environmental Studies</p>

<p>Environmental Studies  ENVS 3230 3.0: Restoration Ecology  Electives (3 credits)</p> <p><b>Year 3 (30 credits)</b>  ENVS 3226 3.0: Sustainable Urbanism  ENVS 3420 3.0: Environmental Law  ENVS 3505 3.0: Business and Sustainability  ENVS 3520 3.0: Applications of GIS  ENVS 4215 3.0: Globalization and Indigenous Peoples  ENVS 4225 3.0: Urban Sustainability  12 credits at the 4000-level from the Area of Concentration in Environmental Management</p> <p>Years 4 and 5 (at Fleming College)  Course selections will be determined by Fleming College.  York Course Credit Exclusions for Fleming College  Successful completion of the aforementioned courses will grant exemptions from GEOM34, ECOS8, ECOS12, ECOS5, AND LAWS56 at Fleming College. Students may seek advising from the Program Coordinator at Fleming College after being admitted to the program.</p>	<p>ENVS3401 3.0: The Science of Pollution  ENVS 3402 3.0: Ecology and Conservation Science  ENVS 3230 3.0: Restoration Ecology <b>(to be taken in summer session)</b></p> <p><b>Year 3 (30 credits)</b>  ENVS 3226 3.0: Sustainable Urbanism  ENVS 3420 3.0: Environmental Law  ENVS 3505 3.0: Business and Sustainability  ENVS 3520 3.0: Applications of GIS  ENVS 4215 3.0: Globalization and Indigenous Peoples  ENVS 4225 3.0: Urban Sustainability  12 credits at the 4000-level from the Area of Concentration in Environmental Management</p> <p>Years 4 and 5 (at Fleming College)  Course selections will be determined by Fleming College.  York Course Credit Exclusions for Fleming College  Successful completion of the aforementioned courses will grant exemptions from GEOM34, ECOS8, ECOS12, ECOS5, AND LAWS56 at Fleming College. Students may seek advising from the Program Coordinator at Fleming College after being admitted to the program.</p>
---	---

## Senate Committee on Awards – Report to Senate

At its meeting of June 16, 2016

### For Information

#### 1. Recipients of Prestigious Awards for Graduating Students

##### a. Governor-General's Gold Medals

The Committee is pleased to announce that Jennifer Sarah Rabin, Graduate Program in Psychology (Clinical Psychology), and Leva Rouhani, Graduate Program in Sociology, are the recipients of the 2016 Governor-General's Gold Medals. The Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York.

Jennifer Sarah Rabin is an exceptionally productive scholar who already has an impressive record of peer-reviewed publication in high impact journals; her PhD thesis has resulted in five published studies to date. Her supervisor, Shayna Rosenbaum, notes that her research indicates an exciting new direction in Cognitive Neuroscience. While at York, Dr. Rabin also contributed to the development of the new clinical neuropsychology program. Dr. Rabin is currently a Postdoctoral Fellow at Massachusetts General Hospital/Harvard Medical School/Martinos Center for Biomedical Imaging.

Leva Rouhani is praised for her superior analytic skills in applied and theoretical issues which have given her an excellent ability to conduct in-depth research and present findings in the most effective methodological framework. Her supervisor, Minoo Derayeh, comments that her MA thesis, *Girls' Schooling Experience in Frankadua, Ghana: A Case Study*, is highly original and will no doubt attract wide attention in the fields of education and cultural studies. Ms Rouhani is currently in the doctoral program in Education at the University of Ottawa.

##### b. Governor-General's Silver Medals

The Governor-General's Silver Medals are awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation. The Committee is pleased to announce that the 2016 winners are:

Catherine Maria Spagnuolo, Faculty of Science, BSc, Honours. Science, First Class Standing with Distinction

Youssef Maged Kodsy, Faculty of Liberal Arts and Professional Studies, BA, Special Honours, Political Science, *Summa Cum Laude*

Jesse Adrian Thistle, Faculty of Liberal Arts and Professional Studies, BA, Special Honours, History, *Summa Cum Laude*

## Senate Committee on Awards – Report to Senate

### c. The Murray G. Ross Award

The 2016 recipient of the Murray G. Ross Award is Sayjon Ariyaratnam, Faculty of Liberal Arts and Professional Studies, who is graduating *summa cum laude* with a BA Honours, Double Major in Criminology and Human Rights and Equity Studies. The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York. Mr. Ariyaratnam has been involved in governance at all levels, chairing the Student Council of LA&PS (SCOLAPS), co-chairing the Student Senator Caucus, and participating in several committees of Senate. He is noted for his judgement, integrity and consistent focus on fairness and equity, as well as for a consultative and deliberative approach ensuring all voices are heard. In addition, he has spearheaded community awareness and action on global issues and represented York at conferences overseas. In everything he has undertaken he has demonstrated a drive for excellence.

Robert Kennedy, Chair

At its meeting of June 16, 2016

### FOR INFORMATION

#### **Revisions to the Senate Appeals Committee (SAC) Procedures**

The committee has revised the *SAC Procedures* for implementation beginning July 1, 2016. The revised procedures represent a significant revision of the current procedures, which were originally approved 30 years ago and not significantly changed since. The rationale and principal changes are outlined below, with the current and new procedures attached.

#### Rationale

The prime rationale for the revision of the *SAC Procedures* is to provide greater clarity and fairness for students. The current language, particularly regarding the grounds for appeal, is not easily interpreted, and procedures are cumbersome and out-of-date. The revised procedures use plainer language, streamline the process allowing for more timely decisions, and specifically allow for the use of electronic communication.

#### Principal changes

- a. The grounds for appeal and for reconsideration are set out in plainer language and a provision added for SAC to decide to reconsider a decision on its own initiative.
- b. The contents of the appeal are set out and it is clear that SAC requests the documents from the Faculty. This will streamline files and prevent duplication as students will know that all previous material will be provided by the Faculty.
- c. Consideration of files is streamlined.
  - i. The Committee Chair may decide not to advance the proceeding if the file is incomplete, the appeal is filed late, or there is some other technical defect. Appellants will be given two weeks to fix the problem. In the past, the committee has considered clearly deficient files, as there was no other way to deal with them.
  - ii. The Committee may decide to dismiss an appeal without a hearing in certain circumstances. However, the current practice of requiring consideration of leave to appeal and hearing the appeal at separate meetings will no longer take place.
  - iii. Where both parties attend a hearing, the hearing panel may choose to give an oral decision, with written reasons provided only on request. Where only one party is present, an oral decision may be given, with written reasons supplied.
- d. The current *SAC Procedures* are silent as to who can appeal. The revised *Procedures* clarify that the right to appeal to SAC is to be reserved for students. A

## **Senate Appeals Committee – Report to Senate**

faculty member could be an interested party in a student appeal. Similarly, only students would have the right to request reconsideration of SAC decisions.

In practice, faculty members seldom do appeal, and Faculty committees seldom request reconsideration. However, when they do it causes substantial confusion for the students who believe the matter has been determined by the University.

A survey of Canadian universities found that only one other responding university allows for appeals from faculty members and none of the responding universities allow lower level committees to challenge decisions. The responses came from seven Ontario universities and seven from across Canada, and included larger universities such as Toronto, Western and UBC.

*Vivian Saridakis, Chair*

# Senate Appeals Committee – Report to Senate

<p><b>SENATE APPEALS COMMITTEE PROCEDURES</b></p> <p><b>A. MEMBERSHIP</b></p> <p>1. The Senate Appeals Committee will be selected according to the rules of Senate and shall consist of eight faculty members and three student Senators. Ex officio members of the SAC do not participate in hearings. The SAC will meet as a full committee to consider the general business of the Committee and to constitute the panels. Hearings de novo will be considered by a panel of five members. Panels of three members will hear all other matters. Each three member panel shall have one student member and de novo panels will have two, if student members are available. All panels shall also have one alternate member.</p> <p>2. A member of the SAC shall disqualify himself or herself if he or she is involved (as a party or witness) in the case or has other substantial reason to believe that he/she could not be impartial. A member may be challenged for cause by a party for the same reasons. A member shall be disqualified by a majority vote of the committee. A member may not vote on his/her own disqualification, but may make a statement.</p> <p>3. If enough members to complete the panel cannot be appointed from the SAC, the Executive Committee of Senate may appoint interim members.</p> <p><b>B. INITIATING AN APPEAL TO THE SAC</b></p> <p><b>1. JURISDICTION</b></p> <p>Students/faculty may appeal to the Senate Appeals Committee against a Faculty</p>	<p><b>SENATE APPEALS COMMITTEE PROCEDURES revised 2016</b></p> <p><b>INTERPRETATION</b></p> <p>These procedures shall be liberally construed to secure the just, most expeditious and cost-effective determination of every proceeding on its merits.</p> <p><b>INITIATING AN APPEAL</b></p> <p><b>Jurisdiction</b></p> <p>Students may appeal to the Senate Appeals Committee (“the Committee”) against a Faculty Council decision relating to:</p> <ol style="list-style-type: none"> <li>1) waiver of a Faculty's academic regulation or deadline,</li> <li>2) findings of breach of academic integrity and/or the penalties levied in such cases, or</li> <li>3) grade reappraisal.</li> </ol> <p>An appeal may not be filed with the Committee until all procedures at the Faculty level have been exhausted. Students should consult the relevant student service office of their Faculty for regulations governing Faculty petition and appeals procedures.</p> <p><b>Grounds for Appeal</b></p> <p>An appeal may be initiated on one or more of the following grounds:</p> <ol style="list-style-type: none"> <li>1) The decision under appeal was made without jurisdiction,</li> <li>2) A denial of natural justice, such as (but not limited to) a reasonable apprehension of bias on the part of the original decision maker(s) or a fundamental procedural error, such as</li> </ol>
---	---

## Senate Appeals Committee – Report to Senate

<p>Council decision relating to grades, academic standing, waiver of the residency requirement, or findings of breach of academic integrity and penalties levied in such cases. An appeal may not be filed with SAC until all procedures at the Faculty level have been exhausted. Students should consult the Office of Student Services of their Faculty for regulations governing Faculty petition and appeals procedures.</p> <p><b>2. APPLICATION FOR LEAVE TO APPEAL</b></p> <p>a) Appeals to SAC concerning academic standing, waiver of the residency requirement or finding of a breach of academic honesty must be submitted in writing and must be filed with the Secretary of the Committee within 30 calendar days of the posting of the Faculty decision. SAC may waive this deadline in special circumstances which must be established by the appellant in the appeal.</p> <p>Appeals to SAC concerning grade reappraisals must be submitted to SAC within 21 calendar days of the posting of the Faculty decision. SAC may waive this deadline in special circumstances which must be established by the appellant in the appeal.</p> <p>b) No application of appeal to the Senate Appeals Committee shall be considered unless it includes a succinct statement of the following:</p> <ol style="list-style-type: none"><li>i. the specific Faculty decision which is being appealed</li><li>ii. the form of redress requested</li><li>iii. the specific grounds on which the appeal is made</li><li>iv. a summary of the evidence in support of these grounds.</li></ol>	<p>the consideration of information that ought not to have been considered or the failure to consider information or special circumstances that ought properly to have been considered,</p> <ol style="list-style-type: none"><li>3) Inconsistent application of the relevant regulations, or</li><li>4) New evidence has arisen that could not reasonably have been presented, and that would likely have affected the original decision. Generally speaking, events or performance subsequent to the relevant time does not constitute new evidence for the purposes of this provision.</li></ol> <p><b>Time to File Appeal</b></p> <p>An appeal to the Committee shall, except in exceptional circumstances, be commenced by filing a Notice of Appeal form no later than 5:00 pm on the 30<sup>th</sup> day after receipt of the decision being appealed. Where the deadline falls on a day when the University is closed, the deadline shall be deemed to fall on the next regular business day of the University at 5:00 pm. (The Chair of the Committee may waive this deadline in special circumstances which must be established by the appellant.)</p> <p>An appeal is filed either by submitting it in person or by post to the Senate Appeals Committee, c/o University Secretariat, 1050 Kaneff Tower, York University, 4700 Keele Street, Toronto, ON M3J 1P3, or by emailing it to <a href="mailto:appeals@yorku.ca">appeals@yorku.ca</a>.</p> <p>For the purposes of computing time, receipt of a decision is deemed to have taken place five days after the decision was released unless there is evidence to the contrary.</p>
---	--



## Senate Appeals Committee – Report to Senate

<p>v. Appended, if not fully included within the statement of appeal, shall be:</p> <p>vi. the text of the Faculty decision being appealed</p> <p>vii. the text of the relevant procedural regulations (if any) allegedly violated or otherwise deemed applicable to the case</p> <p>c) Upon written request a person desiring to submit an appeal shall be given by the Faculty, without charge, copies of all Faculty documents which may support the summary of evidence in 2(b).</p> <p>d) SAC has the right of access to all documents which were considered at the Faculty level. Responsibility for the provision of these documents rests with the appellant and the Faculty committee or the individual concerned.</p> <p>e) Parties must indicate if they wish to attend at a hearing should one be granted and if they will be accompanied by a representative or if a representative will appear for them.</p> <p>f) Applications of appeal submitted to SAC are treated as CONFIDENTIAL. All documentation accompanying an appeal remains in the appellant's file within the University Secretariat and is not used for any purpose beyond the appeal.</p> <p>g) Requests for anonymity in the process will be honoured.</p> <p><b>3. GROUNDS FOR APPEAL</b></p> <p>Appeals to SAC for waivers of academic regulations or concerning academic honesty will be permitted <u>only on the</u></p>	<p><b>Contents of Appeal</b></p> <p>No application for appeal to the Committee shall be considered unless it includes a succinct statement of the following:</p> <p>a) the specific Faculty decision which is being appealed</p> <p>b) the outcome being requested</p> <p>c) the specific grounds on which the appeal is made</p> <p>d) a summary of the evidence in support of these grounds.</p> <p>e) an indication as to whether the appellant and/or representative wishes to attend a hearing, and</p> <p>f) if the grounds for appeal includes new evidence, the original documents that constitute or corroborate the new evidence.</p> <p>The Committee shall request from the Faculty all documents that were considered at the Faculty level including the text of the Faculty decision being appealed and any response to the appeal which the Faculty may wish to make. The Faculty shall also indicate if it wishes to be represented. Along with the appellant's submission, this will constitute the Committee file.</p> <p>The appellant will be given 15 days to review the Committee file and to respond to the Faculty's submission. Any response will become part of the Committee file. The appellant is not required to respond and can accelerate the process by indicating before the 15 days have elapsed if no response is to be expected.</p> <p><b>Decision Not to Advance the Proceeding</b></p> <p>The Committee Chair may decide not to advance the proceeding if:</p> <p>a) the Notice of Appeal is substantially incomplete, defective or inaccurate, or</p>
---	--

## Senate Appeals Committee – Report to Senate

<p><u>grounds</u> of:</p> <p>a) <b>new evidence</b> i.e. evidence relevant to the decision made at the Faculty level but through no fault of the appellant not presented at that level. Generally speaking, events or performance subsequent to the Faculty decision are not to be construed as new evidence.</p> <p>b) evidence of procedural irregularity in the Faculty's consideration of the case, i.e. actions taken or not taken by a Faculty, its officers, committees, or members with respect to the previous disposition of the case which violate or nullify one or all of the following:</p> <ul style="list-style-type: none"> <li>i. normal and written procedures of the University, Faculty of Department concerned;</li> <li>ii. consistency in the Faculty's or Department's handling of cases substantially similar to that being appealed;</li> <li>iii. principles of equity, natural justice, or fairness, whether or not such violation occurred in accord with written or customary procedures. Appeals based on allegations of these last procedural irregularities should allege and demonstrate obvious bias or other misbehaviour on the part of the officers or agents of the University and for which redress was not provided by an authority which considered the case prior to the appeal to SAC.</li> </ul> <p>Appeals to SAC concerning grade reappraisals will be permitted <u>only</u> on the ground of evidence of procedural irregularity as defined in (b) above.</p>	<p>the documents provided are substantially incomplete;</p> <p>b) the documents are received after the deadline for commencing the proceeding has passed and a request to the Chair for an extension of time has not been filed;</p> <p>c) there is some other substantial technical defect in the proceeding as filed.</p> <p>The Chair shall give the party who filed the documents relating to a proceeding notice of its decision not to advance the proceeding and shall set out in the notice the reasons for the decision and the requirements for re-advancing the proceeding.</p> <p>Only one such notice shall be given. A party who receives a notice from the Chair under this section must rectify the defect or deficiency within two weeks from the date of the notice or, with the consent of the Chair, within a reasonable time.</p> <p><b>Dismissal of Appeal Without Hearing</b></p> <p>The Committee may, on its own motion, dismiss a case after a review of the documents filed and without hearing from the parties if:</p> <ul style="list-style-type: none"> <li>a) the Committee determines that it does not have jurisdiction; or</li> <li>b) the Committee meets in camera and determines that the appeal is clearly without merit or commenced in bad faith.</li> </ul> <p>The Committee shall notify the parties in writing of its intention to dismiss the appeal without hearing from the parties, and it shall invite and consider written submissions of the parties on the Committee's jurisdiction to hear the matter, the merit of the appeal, or the</p>
--	---

## Senate Appeals Committee – Report to Senate

<p><b>4. DETERMINATION OF PRIMA FACIE CASE</b></p> <p>SAC will consider the documents submitted in relation to an appeal to determine whether or not a prima facie case has been established on the grounds indicated. Parties are not present at this hearing <u>except when the appeal concerns academic honesty</u> where parties may be present to make brief submissions only on the question of granting leave to appeal.</p> <p>A prima facie case is established when, in the opinion of SAC, it is apparent that, were the facts alleged by appellant to be true (regardless of quantity or quality), the alleged facts disclose procedural irregularity or new evidence grounds as indicated in Section B.3 (Grounds for Appeal).</p> <p>a) If the finding is negative, the Committee will so inform the parties.</p> <p>b) If the finding is positive, the Committee will then arrange for a hearing at which the appeal will be considered on its merits.</p> <p>c) If the finding is positive and neither party has requested to attend a hearing, the Committee may exercise its discretion and proceed to consider the appeal on its merits and come to a decision.</p> <p><b>C. PROCEDURES GOVERNING HEARINGS AT SAC</b></p> <p>1. Both the appellant and the respondent and/or his/her representative(s) have the right to appear before SAC in accordance with the procedure outlined in B.2 (e) above. The Senate Appeals Committee, on its own initiative, may request the parties to appear at the hearing.</p>	<p>completeness of the records, as the case may be.</p> <p>If a decision is made to dismiss an appeal without hearing from the parties, the Chair shall inform the parties in writing of its decision.</p> <p><b>PROCEDURES GOVERNING HEARINGS</b></p> <p><b>Appointment of a Hearing Panel</b></p> <p>Hearings are normally held before a panel of three members of which normally one member is a student. In the event of an absence, the panel may proceed with two members with the consent of the parties. In the case of a tie vote, the case will be referred to another panel for consideration. Cases involving Academic Honesty must be considered by a panel of three.</p> <p>A member of the panel shall disqualify himself or herself if he or she is involved in the case as a party or a witness or has other substantial reason to believe that he/she could not be impartial. A member may be challenged for cause by a party for the same reasons. A member shall be disqualified by a majority vote of the Committee. A member may not vote on his/her own disqualification, but may make a statement.</p> <p>In cases where the Committee has decided that there will be a new hearing of an academic honesty case, it shall be heard before a panel of five members of which two members are students.</p> <p><b>Right to Attend Hearing</b></p> <p>Both the appellant and the respondent and/or his/her representative(s) have the right to appear before the Committee to present argument and evidence and to</p>
--	--

## Senate Appeals Committee – Report to Senate

2. The parties shall have access to all documents submitted in connection with the appeal to SAC. The appellant shall be permitted to submit a written rebuttal to the respondent's submissions. If SAC hears the appeal on the merits and the parties appear at that hearing, oral arguments may be presented. Such rebuttal(s) shall address only those matters not raised in the appellant's original submission(s) to SAC. Parties will be allowed a full and fair opportunity to present evidence, and argument, and, where necessary, to call and cross-examine witnesses. (See The Order of an Appeal). Witnesses generally are present only while they are testifying.

3. The Committee's decisions will be taken in camera and the appellant and respondent informed of the decision in writing.

4. The Committee may decide to deny the appeal, to refer the matter back to the Faculty with instructions for reconsideration on the basis of new evidence or reconsideration using proper procedure, grant immediate relief or direct a hearing de novo either at the Faculty level or before the Senate Appeals Committee according to the procedures for hearing allegations of breach of academic integrity outlined above.

5. Where a hearing de novo is ordered in the case of academic dishonesty, the matter proceeds as if the charge had just been laid, and can be heard either at the Faculty level or before a panel of the SAC.

### **D. THE ORDER OF AN APPEAL**

The following indicates the order of an appeal where the parties are present. The Committee may alter the order of the hearing in the interest of fairness to any or

examine and cross-examine witnesses. The Committee, on its own initiative, may request the parties to appear at the hearing.

### **Hearings to be Private**

A hearing of the Committee deals with issues related to individual students and ordinarily is conducted in private. Exceptionally, a hearing may be held in public if the Chair is satisfied that confidentiality concerns can be adequately addressed, and if the parties consent.

Documentation provided in the course of an appeal is treated as confidential subject to the *Freedom of Information and Protection of Privacy Act*.

### **Notice of Hearing**

A hearing shall be commenced as soon as possible following the appellant's response to the Committee file.

An attempt shall be made to schedule the hearing at a time and place convenient for the parties and for the panel. However, any party whose reasons for absence are not considered valid by the Panel Chair, or whose absence may cause unreasonable delay, shall be notified that the panel will proceed in that party's absence.

The parties shall be given reasonable, written notice of the hearing. In the case of the student, the notice shall be sent via electronic mail to an address provided by him/her for that purpose.

### **Representation at the Hearing**

The parties are entitled to the assistance of an advisor or any other person, including a legal representative throughout the process. The cost of representation is

## Senate Appeals Committee – Report to Senate

<p>all of the parties.</p> <p><b>1. The Chair shall:</b></p> <p>a) identify the parties and members of the committee</p> <p>b) identify the nature of the appeal and the evidence before the committee</p> <p><b>2. The Appellant or representative shall:</b></p> <p>a) briefly describe the case to be presented, in an opening statement</p> <p>b) provide factual support for his/her case through documentary evidence and testimony of appellant and witnesses, if relevant</p> <p>c) committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required</p> <p>d) the Respondent or representative may ask questions of each witness at the close of that person's testimony</p> <p><b>3. The Respondent or representative shall:</b></p> <p>a) briefly reply and indicate main arguments, in an opening statement</p> <p>b) provide factual support for his/her case through documentary evidence and testimony of respondent or witnesses, if relevant</p> <p>c) committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required</p> <p>d) the Appellant or representative may ask questions of each witness at the close of that person's testimony</p> <p>4. The Appellant and his/her witnesses shall be allowed to offer testimony or other evidence in reply to new issues raised in the Respondent's presentation.</p> <p>5. At this point or sooner, the committee may require other witnesses or the production of other written or documentary</p>	<p>born by the party and no costs will be awarded by the Committee against one party for representation of another party.</p> <p><b>Order of the Hearing</b></p> <p>The following indicates the order of an appeal where the parties are present. The Committee may alter the order of the hearing in the interest of fairness to any or all of the parties.</p> <p>a) The Chair shall commence the proceeding by addressing one or more of the following:</p> <ol style="list-style-type: none"> <li>i. Identifying the parties and members of the committee</li> <li>ii. identifying the nature of the appeal</li> <li>iii. noting for the record the documentary information submitted by the parties, and</li> <li>iv. addressing any preliminary issues raised by the parties or questions to clarify issues from the panel.</li> </ol> <p>b) The Appellant or representative shall be the first to present their position and any documentary evidence or testimony in support of their case.</p> <p>Questioning of the Appellant and his/her witnesses, if any, by the Respondent and/or by the panel occurs at the close of each person's testimony except that the panel may seek clarification during the course of testimony.</p> <p>c) The Respondent or representative shall then provide their reply including the factual support of the case through documentary evidence or testimony of the respondent or witnesses.</p> <p>Questioning of the Respondent and his/her witnesses by the Appellant and/or by the panel occurs at the close of each person's</p>
---	---

## Senate Appeals Committee – Report to Senate

<p>evidence and may, if it sees fit, adjourn the hearing after allowing both parties the opportunity to speak to the adjournment. After this, no new arguments or evidence regarding the appeal may be introduced.</p> <p>6. First the Respondent, then the Appellant is entitled to make closing arguments and to summarize briefly the main points of their case.</p> <p>7. The committee will move <i>in camera</i> for deliberations and decision.</p> <p>8. The written decision of the committee shall include:</p> <ol style="list-style-type: none"><li>the names of the committee members and all who appeared</li><li>a summary of the cases of the parties</li><li>the committee's findings of fact, decision and reasons</li><li>the method of application for re-consideration</li></ol> <p><b>E. RECONSIDERATION BY SAC</b></p> <p>1. The Senate Appeals Committee is the final body of appeal in respect of academic matters at York University.</p> <p>2. Where a Faculty reconsiders an appeal on SAC's instruction, appeal to SAC will be allowed on the same grounds as those mentioned under B.3</p> <p>3. Where SAC renders a decision and there is evidence of procedural irregularity on the part of SAC, or new evidence as explained in B.3 above, parties may apply to SAC to have the matter re-considered within 15 calendar days of the posting of the decision. SAC reserves the right to waive this deadline in special circumstances.</p>	<p>testimony except that the panel may seek clarification during the course of testimony.</p> <p>The Appellant and his/her witnesses shall be allowed to offer testimony or other evidence in reply to new issues raised in the Respondent's presentation.</p> <p>After the testimony of each witness, the Committee may, in addition to asking questions of the witness as permitted above, request copies of such documents mentioned in testimony as the Committee in its discretion sees fit. After this, no new arguments or evidence regarding the appeal may be introduced.</p> <p>The parties are entitled to make closing arguments and to summarize briefly the main points in the following order:</p> <ol style="list-style-type: none"><li>the Respondent</li><li>the Appellant</li></ol> <p><b>Other Parties</b></p> <p>If other persons, in addition to the Appellant and the Respondent, have been specified by the Panel as parties to the proceeding, the procedures described above shall be altered by the panel to provide an opportunity for such additional parties to be heard.</p> <p><b>Recess or Adjournment</b></p> <p>The panel may consider and grant a recess or an adjournment at the request of either party or on its own initiative to allow review of written or documentary evidence submitted at the hearing.</p> <p>The panel may grant an adjournment at any time during the hearing to ensure a fair hearing.</p>
---	--

## Senate Appeals Committee – Report to Senate

<p>4. Requests for reconsideration of a SAC decision will be considered by a panel of three members of SAC who did not serve on the panel first hearing the matter.</p>	<p><b>Deliberation and Panel Decision</b></p> <p>Panels will deliberate <i>in camera</i> and shall reach a decision. Normally, the decision shall be communicated to the parties in writing. However, where both parties appeared at the hearing, the Panel may choose to communicate the reasons for their decision orally. In such cases, written reasons will be provided only on request within 15 days of the hearing. If only one party is in attendance, an oral decision may be issued and written reasons will be supplied.</p> <p>If the Panel chooses to provide an oral decision, it will be given to the parties, along with reasons, after the <i>in camera</i> deliberations, and confirmed in writing. In the case of an oral decision, written reasons will be provided only at the request of either party.</p> <p>The Committee may decide to deny the appeal, to refer the matter back to the Faculty with instructions for reconsideration on the basis of new evidence or reconsideration using proper procedure, or to grant immediate relief. In cases involving allegations of breach of academic honesty or the penalty for such breach, the Committee may direct a hearing <i>de novo</i> either at the Faculty level or before the Senate Appeals Committee according to the procedures for hearing allegations of breach of academic honesty set out in Section 4 of the <i>Senate Policy on Academic Honesty</i>.</p> <p>Where a new hearing is ordered in the case of breach of academic honesty, the matter proceeds as if the charge had just been laid, and can be heard either at the Faculty level or before a panel of the Committee.</p> <p>Where a matter is referred back to a</p>
---	--

## Senate Appeals Committee – Report to Senate

	<p>Faculty for reconsideration, any subsequent appeal to the Committee will only be allowed on the same grounds as those set out under Grounds for Appeal above.</p> <p>Written decisions and confirmations of oral decisions shall be transmitted to the parties electronically except where a specific request has been made to communicate the decision in some other form.</p> <p><b>Reconsideration by the Committee</b></p> <p>The Committee is the final body of appeal in respect of academic matters at York University and its decisions are final. The appellant may ask the Committee to reconsider a final decision by making written application to the Committee within 20 days of receipt of the decision. The Committee may also reconsider a decision on its own initiative where it considers it appropriate.</p> <p>A request for reconsideration will not be granted unless the Committee is satisfied that:</p> <ul style="list-style-type: none"><li>a) there has been improper notification to parties;</li><li>b) an individual with interest in the proceedings was not notified or otherwise afforded an opportunity to participate;</li><li>c) relevant material evidence was withheld by a party;</li><li>d) relevant material information was not disclosed to a party;</li><li>e) there has been a significant defect in the proceedings or content of the decision which, if corrected, would probably change the result of the original decision, or</li><li>f) where it appears there is new evidence that could potentially be determinative of the case and, for reasons beyond</li></ul>
--	---



## Senate Appeals Committee – Report to Senate

	<p>the party's control, the evidence was not obtainable at the time of the hearing.</p> <p>Reconsideration is discretionary. It is not an appeal or an opportunity for a party to change the way it presented its case.</p> <p>Requests for reconsideration of a Committee decision will be considered by a panel of three members who did not serve on the panel first hearing the matter. If the panel concludes that the matter should be reconsidered, it may decide on the reconsideration itself or recommend that it be reconsidered by a differently constituted panel. In any event, a reconsideration will be heard only by panel members who were not involved in the original decision.</p> <p><b>File Disposition</b></p> <p>All documentation accompanying an appeal remains in the appellant's file within the University Secretariat and is not used for any purpose beyond the appeal. In accordance with the University's Common Records Schedule, the request to appeal and the committee's decision letter are kept permanently and all other records held by the University Secretariat will be destroyed 10 years after the decision.</p> <p><b>Committee Membership</b></p> <p>Membership to the Committee occurs according to the rules of Senate. The committee consists of nine faculty members and three students.</p> <p>The Committee will meet as a full committee from time to time to consider the general business of the Committee and to constitute panels.</p>
--	--



## ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate  
at its meeting of June 16, 2016

### FOR ACTION

#### 1. Chartering of Organized Research Units<sup>1</sup>

Academic Policy, Planning and Research recommends

**that Senate approve the chartering of the Centre for Automotive Research as an Organized Research Unit with a five-year term beginning July 1, 2016.**

In June of last year an application to charter a Centre for Automotive Research was deferred to 2016 although it received a positive recommendation from the Vice-President Research and Innovation and APPRC was poised to recommend chartering.<sup>2</sup> The application process was restarted in May of this year. Advised by its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring faculty Lassonde School of Engineering, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan. The terms and expectations document was amended in response to, and at the request of, the Sub-Committee. Members of the Sub-Committee agree that the revised document fully reflects their input.

#### Legislative History

- May 21, 2015 Sub-Committee on ORUs agrees to transmit positive recommendation to APPRC
- May 28, 2015 APPRC agrees to recommend Senate approval of the Charter "in principle subject to completion of the terms and expectations document
- June 17, 2015 Application deferred to 2016
- May 30, 2016 Sub-Committee on ORUs agreed to transmit positive recommendation to APPRC subject to revisions of the terms and expectations document
- June 9, 2016 APPRC agreed to recommend chartering of the Centre for Automotive Research

Documentation is attached as Appendix A.

---

<sup>1</sup> Documentation in support of chartering applications is extensive. The appendix reproduced for the agenda package includes the "terms and expectations document" and a summary provided by APPRC's Sub-Committee on Organized Research Units. Other documentation (including full applications and additional material supplied by applicants, external reviews and responses, letters of support and other commentaries) are available in hard copy at the University Secretariat and may be reviewed by Senators on request.

<sup>2</sup> The application was deferred to ensure that the Centre's inaugural director could assume the role.

## FOR INFORMATION

### 1. Perspectives on Planning

At the conclusion of the annual round of discussions with academic planners the Committee has prepared the attached report. It is organized around six themes. These are not intended to supplant or even modify our priorities, which are best expressed in the University Academic Plan 2015-2020. Rather they emerged organically from discussions and a reading of the Integrated Resource Plans (some in draft form) prepared by the Faculties. Many of them address *approaches* to planning which may stand us in good stead as we implement the UAP and carry out the day-to-day tasks of collegial governance. They will help guide APPRC as it discharges its mandate on behalf of Senate and interacts with planners throughout the University.

Senators may also wish to refer to the summary notes posted online with the agenda for a fuller sense of the discussions.

Documentation is attached as Appendix B.

### 2. Spring Reports of the Provost and Vice-President Finance and Administration

Provost Lenton and Vice-President Brewer reported to APPRC on June 2 in advance of their spring reports to Senate. The interrelated nature of various planning initiatives argues in favour of a joint report (in the recent past the Provost has sometimes reported separately and prior to the Vice-President Finance and Administration).

Provost Lenton emphasized the external environment and the forces that are impacting on York while shaping the postsecondary landscape. Among the key challenges we face are loss of applicant market share coupled with reliance on a small number of programs for the bulk of applications, reputation (including aspects that are filtered through rankings), research intensification (where gains have been made but further strides must be taken toward the aspirations of the UAP and Strategic Research Plan), and the campus experience for members of the community. Enrolment shortfalls have a real and negative impact on budgets. Some improvements have been seen, but we continue to track below target across the board (acutely so at the Masters level). As APPRC has noted in the past, colleagues are in a position to contribute to recruitment and retention, and we urge Senators to get behind efforts in this regard. The complement is re-building, albeit slowly, and we are nearing the levels of 2008-2009.

The budget outlook is little changed from last year. Budget cuts will be applied as forecast, and APPRC has asked that the reports provide Senators with an understanding of their nature and genesis. The new SHARP model will be fully implemented in 2018-2019 (and Vice-President Brewer will provide APPRC and Senate with a full briefing in the autumn).

Documentation will be distributed well before Senate's meeting on June 16, and Senators are strongly encouraged to review the material in advance.

### **3. Markham Campus Planning Update**

The Committee received a briefing from Vice-Provost Academic Alice Pitt on academic planning for the Markham Centre. Senators will note that the report is more detailed, attestation of the fact that planning is gathering momentum as Faculties and programs assess and capitalize on opportunities. Planning must continue to be thoughtful, sensitive to internal and external environments, thorough and collegial to ensure that activities on Markham, Keele and Glendon all thrive as the newest campus grows.

Documentation is attached as Appendix C.

### **4. Annual Reports of Sub-Committees Reporting to Senate through APPRC**

The Committee has received the latest annual reports of three research-related Sub-Committees that are supported by the Office of the Vice-President Research and Innovation and report to Senate through APPRC. These reports include aggregated data only. The reports have been submitted by:

- Animal Care Sub-Committee
- Biosafety Sub-Committee
- Human Participants Review Committee

APPRC is grateful to the members and staff of these committees for the work they do.

Documentation is attached as Appendix D.

### **5. Changes to Small Grants Programs**

APPRC has accepted advice from the SSHRC Travel and Small Grants Sub-Committee concerning modifications to the Grant in Aid of Travel Program (renamed the SSHRC Conference Opportunity Grant) and the SSHRC Small Grants Program (renamed the SSHRC Research Opportunity Grant Program). The changes address SSHRC-mandated requirements expressed through the guidelines for SSHRC Institutional Grants (SIG). Requirements for merit review processes include alignment of applications with strategic plans (in York's case the Senate-approved Strategic Research Plan). Recipients must also provide a report on outcomes in a one-page narrative. The Sub-Committee has made other refinements resulting from its consultations, such as providing applicants with a sense of the *average* award (maximums have been raised to \$7,000 with priority assigned to emerging scholars in the Small Grants Program). Application forms are being updated and Senators will be notified when changes have been incorporated. The new forms will have a fillable functionality. Please contact APPRC's Secretary for further information.

## **6. Plan for the Intensification and Enhancement of Research**

Vice-President Haché updated the Committee on progress toward the finalization of the Plan for the Intensification and Enhancement of Research. The penultimate version of the document will be completed in June, and APPRC members will have an opportunity to comment, as will other members of the community. The final plan will be transmitted to Senate in September. Senators may recall that PIER is intended to operationalize research goals of the UAP and the Strategic Research Plan and flows with the work of other groups encompassed by the Institutional Integrated Resource Plan endorsed by Senate in September.

## **7. Hail and Farewells**

Special thanks are due to members of APPRC whose terms end on June 30: Laura Armenio, Laurence Harris, Nashwa Khan, George Turlakis, Mario Roy, Spiros Pagiatakis and Janet Walker. All made outstanding contributions to the work of the Committee during their term, and they leave with the gratitude and best wishes of continuing members.

Rebecca Pillai Riddell, Chair

As she ends her term on APPRC, the Committee is extremely grateful to Rebecca Pillai Riddell for devoting so much of her time, talent, enthusiasm and unfailing good cheer as Chair from 2014-2015 through 2015-2016. Her leadership was exceptional and her dedication all the more prized given the extraordinary research agenda she pursues as a York Research Chair. We wish her well in all her endeavours, and look forward to her continuing contributions and wise counsel as a Senator from the Faculty of Health.

– Secretary

Proposed Charter	<b>Centre for Automotive Research</b>
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2016
ORU Category	Faculty-based. This is an application for a <b>first charter</b> .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 30, 2016
Legislative History	<p>May 21, 2015: <b>Sub-Committee on ORUs</b> agreed to transmit positive recommendation to APPRC</p> <p>May 28, 2015: <b>APPRC</b> agreed to recommend Senate approval of a Charter for the Centre for Automotive Research "in principle and subject to completion of the terms and expectations document"</p> <p>June 17, 2015: Secretary advises that that the application for a Centre for Automotive Research has been withdrawn</p> <p>May 30, 2016: Sub-Committee agrees to transmit positive recommendation to APPRC subject to modifications of the terms and expectations document</p>
Decision	There was no dissent among Sub-Committee members.
Documentation for APPRC	Charter Application Letters of Support

### Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing a recommendation, the Vice-President Research and Innovation took account of the full application and appendices, along with letters of support.

All relevant parties, including applicants and sponsors, have agreed to the final iteration of the terms and expectations document.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

### Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

## **Relationship to Strategic Planning**

The Associate Dean Research of Lassonde notes that the “proposed platform and hub for innovative solutions for the automakers and relevant stakeholders to address the challenges of the manufacturing sector is a unique concept not only at York but also in the GTA. The centre will combine a diverse set of researchers from all Lassonde Departments and offer an interdisciplinary flavour to the center broadening the scope and expertise offered.”

**Terms and Expectations**  
**The Centre for Automotive Research (CAR)**  
**2016-2021 Charter**  
**Faculty-based (Sponsored by the Lassonde School of Engineering)**

## **1. Mandate**

The Centre for Automotive Research (CAR) facilitates research activity within the areas of (a) System Development, (b) Technology and Community, and (c) Manufacturing. The ultimate goal is become a centralized HUB that links automotive and transportation industries and skilled researchers within the university. The Centre advances research at York University by advising and contributing to the recruitment for strategic faculty appointments, creating and managing laboratory space, preparing major infrastructure grant applications, and providing administrative support.

## **2. Sponsoring Faculty**

As the sponsoring Faculty, the Lassonde School of Engineering (LSE) agrees to support the development of CAR in collaboration with the Office of the VPRI.

## **3. Board**

The Board of CAR has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CAR with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CAR to achieve its objectives. Composition of the Board for CAR normally will be as follows:

- a. Dean (or designate), LSE (Chair)
- b. VPRI (or designate) (Vice-Chair)
- c. Chair, Department of Mechanical Engineering, LSE
- d. Industry Representative (optional, non-voting).

The Board may consult with the Executive or other governance or steering bodies established by CAR, but is not intended to replace or take over the functions of those bodies.

## **4. Directorship**

Professor Alex Czekanski will be appointed as the Director of CAR. His five year term as Director of CAR will commence on 1 July 2016 and is renewable on successful review and mutual consent with the Dean of the Lassonde School of Engineering. A decision on whether he will continue in this role will be made prior to July 2020.

## **5. External Advisory Committee**

During this Charter period, CAR will be expected to develop an external advisory committee with a minimum of three members drawn from the various sectors with which they interact (academic, government, industry).



## **6. Objectives and Expectations for 2016-21**

### **6.1 MEMBERSHIP**

The Advisory Committee of CAR will carry out a membership review at the outset of each academic year. The criterion for membership in CAR is to be a member of any of the LSE graduate programs and/or an appropriate graduate program in another Faculty for members outside of Lassonde. It is required that the member's project funding be administered through the CAR office, and that the associated unrestricted overheads be returned to CAR (see below). In return, research administrative support for grants and contracts will be provided through CAR. The application for membership in CAR will include a letter describing the proposed contributions to the CAR research program and funding. After June 2019, appointments to CAR will be rolling five year appointments renewable on an annual basis.

### **6.2 STRATEGIC RESEARCH DEVELOPMENT**

The research that will be carried out within CAR over the next five years is framed within three main themes:

- (a) System Development (Reduction of Green House Gas (GHG) Emissions Research Program)
- (b) Technology and Community (Connected Vehicle/Autonomous Vehicle (CVAV) Research Program for Road Vehicles)
- (c) Manufacturing (Flexible Manufacturing Processes in Automotive Industry).

### **6.3 OUTPUT**

The output from CAR is in the form of peer-reviewed papers in print and presentations at academic conferences and to public audiences. The average rate of output over the next five years is expected to be: 2 published papers and 2 presentations per member per year. The Centre and its members also will actively seek out and deliver on opportunities for commercialization and patenting.

### **6.4 RESEARCH INCOME**

The income from grants and contracts is expected to gradually increase over the upcoming five years with the goal of an average research income of \$100,000 per member for grants and contracts combined.

### **6.5 NEW PROPOSALS TO CFI**

CAR members are active in preparing for CFI or other large scale proposals. This will help the Director and members in their efforts to attract external research funds, and increase the number and scale of external awards administered by the Centre.

### **6.6 RELATIONSHIP WITH AUTOMOTIVE INDUSTRY**

CAR will endeavor to provide regional leadership for the interaction of the University

community with the automotive and transportation industries and will support collaborations with external partners in its strategic research and mission-oriented planning.

## **6.7 VISITING SPEAKERS**

A portion of the CAR's budget will be set aside for a series of colloquia by visiting scientists. The funds will allow for the invitation of leaders in one of the research themes of CAR to spend an extended period at York University for working collaboratively with members of CAR. It is expected that the average number of speakers per year be maintained at 12.

## **6.8 SPONSORED CONFERENCES AND WORKSHOPS**

It is expected that CAR sponsors one event per year (on average).

## **6.9 SUPPORT OF GRADUATE PROGRAMS**

The structure of the research groups within CAR will continue to follow the standard university model with faculty members supervising graduate students, postdoctoral fellows, and technicians. Each research project will be the subject of a PhD or M.Sc. thesis from the Lassonde School of Engineering graduate programs or related programs for external members. The facilities of CAR will provide the environment in which the students work. It is expected that each member of CAR supervise at least two graduate students per year (on average).

## **6.10 WEB SITE**

It is highly important and urgent priority in this charter period to set up a CAR website linked with the Lassonde School of Engineering.

## **7. Resources**

### ***Lassonde School of Engineering (LSE) (Sponsoring Faculty)***

In this Charter period, the Faculty will ensure 100% flow back of overheads (minus scheduled contributions to Central and Faculty as per SHARP model) with the expectation that CAR covers the following costs:

- Director's support as mandated by the relevant Collective Agreement (underwritten by Lassonde)
- Administrative costs
- Grant preparation and administrative support, project management for funded CFIs, and other major funding applications
- Supporting the process of recruiting excellent graduate students, as per LSE's general graduate recruitment plan
- Payment of teaching release time for work on special projects
- Visiting Speakers and seminars/conferences, on competitive basis and as per LSE's funding for such activities.

The Board will approve annual budgets and the use of contingency fund (see below) and Lassonde will underwrite minimum ORU support over the Charter term, as per Senate

policy. Lassonde also agrees to backstop the Centre if income from overhead falls short of projections and needs, and to provide in-kind support in the form of .5 FTE administrative personnel.

Lassonde will also provide additional support to the Centre. For example, the Associate Dean, Research and Graduate Studies, LSE, will be member of the CAR Advisory Committee. The Dean's Office will facilitate the selection and approval of the director as needed. LSE will also work closely with the director of CAR during the Faculty's strategic complement planning, the graduate and postdoctoral fellowship recruitment and training planning. Lassonde will also indirectly support CAR research through its graduate studies program, by contributing to the stipend of each graduate student working with CAR researchers, who are also members of the Faculty. The Faculty will provide appropriate spaces devoted to CAR and will seek to provide other appropriate lab, office and student spaces as needed for CAR to meet its objectives, subject to overall space demands and availability.

### ***CAR Overhead Contingency Fund***

The future surplus in the general overhead fund will be used to provide margin against the risk in the budget due to possible fluctuations in contract overhead revenue, in particular to ensure funding for the CAR Administrative Assistant. In the coming years, spending from the general overhead fund will be limited such that the carry forward amount reaches and does not decrease below \$30,000. Efforts should be made to build this up to an amount of \$30,000 over this charter period in order to provide a contingency fund that will allow in the future in the employment of technicians. As for the overall CAR budget, the Board will approve the use of contingency fund.

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

### **Perspectives on Planning in 2016: Making the UAP Matter Reflections on Discussions with the Deans, Principal and University Librarian**

This report follows on recent discussions with the Deans, Principal and University Librarian. It is based on three elements: a general reading of the Institutional Research Plans that formed a backdrop to these encounters; comments made by our guests in response to questions posed by the Committee; and reflections by members of APPRC on the general state of academic planning.

The question we posed was as follows:

Taking into account your challenges and the priorities and goals of UAP 2015-2020, what do you expect will be the major achievements of your Faculty / YUL in the next several years?

Although every effort has been made to accurately reflect the comments made and advice offered, the views expressed are those of the Committee alone. We are extremely grateful to the Deans, Principal and University Librarian for their sensitivity to APPRC and Senate's interests and to their thoughtful comments on a wide range of matters at the local and University levels.

The report is addressed to planners throughout the University in every setting. APPRC commits to playing its part in ensuring that lessons learned are adopted into the Committee's outlook. The discussions provide a frame of reference as we track progress to the attainment of UAP goals. The Committee chose to organize the report around six themes of a recurring or particularly urgent nature.

Dean Skinner exhorted us to accentuate the positive and reduce negative energy since the problems of today may be a memory tomorrow. This does not mean that we should shy from addressing the real challenges facing us or. Rather we should do so with conviction and optimism.

#### **Planning Timelines, Contexts and Calendar**

The University Academic Plan is Senate's primary planning document. In recent years, Senate has also approved a Strategic Research Plan and endorsed the Institutional Integrated Resource Plan. Faculties have their own strategic plans and develop Institutional Resource Plans. Efforts have been made to align these planning processes but it is understandable that there is a lack of certainty about how they fit together, how they impact on units and individuals, and why they matter. It has been argued that planning at York would benefit from planning timelines that are clearly articulated and widely disseminated. APPRC agrees. We will work with the Provost to create resources for planners that show the interrelationship of these

documents and specify when tasks are done. This will be complemented by a glossary of planning terminology.

The transition to a new budget model -- Shared Accountability & Resource Planning (SHARP) -- is underway. It is imperative that the model is used to mutual benefit and not result in competition while creating the conditions for rigour, sophistication and granularity. APPRC commends that kind of strategic planning that (like Osgoode's) combines academic and administrative priorities. The concluding section of the UAP is entitled "Enabling the Plan" and it commits to developing "high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development." Senate has a strong interest in seeing that its academic priorities are realized through well-developed administrative structures and processes.

With the help of the President and Academic Colleague, Senate is informed of key issues defined by the Council of Ontario Universities. However, issues updated furnished by COU are lengthy and complex and not widely distributed. It would be helpful to scheduled periodic town halls on higher education policy trends in Ontario, Canada and beyond t (e.g. new policies, changing policies, demographic changes, research strength, and the like.). This should be done on a regular basis with documentation widely distributed through collegial channels (Senate, Faculty Councils, and department councils) for discussion. This would aid faculty members, staff and students in understanding and assessing the influence of external forces on York. It can also provide impetus to the development of new programs and generate ideas about processes and practices conducive to sound academic planning.

### **Consultations and Collegiality**

Members of APPRC are aware, from personal experience and other testimonials, that there are varying degrees of collegial engagement at the University. A priority for us all, especially Senators, should be to help reinvigorate collegial governance, and the kind of participation that the UAP argues should involve "all community members -- full-time and contract faculty, staff and students -- in our local level and institutional planning processes..." where "regular input by faculty, staff, and students and updates to our collegial bodies is essential, including reports to Senate and its committees, Faculty Councils and community reports as well as to the Board of Governors."

At the local level, the role played by chairs and directors in fostering engagement is a critical one, and should promote awareness of University and Faculty planning as a stimulus. Collegial governance should be seen as an integrated University-wide system rather than as a collection of isolated decision-making entities. Senate can and should take the lead in promoting this understanding in symbolic and substantive ways.

The current UAP was approved by Senate in February after a lengthy and multi-faceted consultation process. We were heartened by the fluency with which the Deans, Principal and University Librarian were able to address its constituent themes and priorities. Concerns have been expressed that the penultimate draft was not circulated widely enough or subject to final comments before it was presented to Senate. In future, the UAP renewal process will involve consultation *after* it is drafted and disseminated as *before* it is drafted so that the community can contribute to the final document and 'take ownership' of it.

With regard to IRPs, it is suggested that those responsible for their preparation provide details about the origins of the IRP activities (e.g. their own offices, Faculty Councils, staff, student councils, etc.). It would be useful to not only engage colleagues in the development process but also to outline how specific elements of IRPs were finalized.

### **Program Development and Feedback**

New programs are subject to review and / or approval by the Quality Council and the Ministry of Training, Colleges and Universities. Although this step lengthens the overall process, it need not constrain our own capacity to be nimble, flexible and adaptable in the development of the curriculum. There is considerable value added when York University Quality Assurance Procedures are followed, including the requisite notice stage which provides lead in time for consultation and evaluation. Providing a check box summary of iterations of proposals would also be helpful. The bodies responsible for review and approval need to provide prompt and clear feedback to proponents throughout the process.

### **Collaboration in Planning**

Collaboration was a recurring theme in our discussions. UAP 2015-2020 notes that the past five years was noteworthy for the development of collaboration in curriculum and research. This momentum must be maintained and expressed in a variety of ways. Looking ahead, the UAP commits to expanding collaboration “within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research.”

Planners should actively seek and create opportunities for collaboration in teaching and research across Faculties to enrich the curriculum, further interdisciplinarity, facilitate and nurture research partnerships and networks, manage resources, provide support for students in disciplines that span Faculties (e.g. Mathematics and Statistics), and design new interdisciplinary programs. While units are reviewing their curriculum for quality, distinctiveness and innovation, they should also seek opportunities for collaboration. Inter-Faculty cooperation can help highlight UAP themes and objectives. Routine interactions can also help avoid duplication while sharing best practices – and in some cases resources. It makes sense for local IRPs to be developed in conjunction with others so that activities of a potential institutional relevance could be picked up at the appropriate level. The deployment of faculty members through cooperative approaches also makes sense. In particular, anchor Faculty Deans should help ensure that faculty members can participate in graduate teaching and supervision out-of-Faculty (a point that has been made in Senate discussions as well). Planners should familiarize themselves with opportunities to work with the libraries and Librarians.

### **A University of the 21<sup>st</sup> Century**

APPRC was advised that York should position itself as the University of the 21<sup>st</sup> century. This suggestion fits well with the UAP’s evocation of “our readiness, capacity and desire to address the challenges we face in a constantly changing and dynamic 21<sup>st</sup> century context, and to seek bold new ways of fulfilling our promises, looking inwardly and outwardly for inspiration.” As part of this, we should adopt a more immersive understanding of the curriculum – while the term “extra-curricular” may be passé, a holistic, diverse, in-and-outside the walls experience is not.

We can also take advantage of York location in a thriving GTA but think globally. We should strive to be ahead of the curve in every respect, and diversify the professoriate to develop and deliver the kind of innovative programs suited for a truly innovative university.

For many Faculty planners, the Markham Centre campus represents, as the UAP says, a unique, generational opportunity to “create a 21st century campus, an incubator for new ideas articulating York’s vision for a blurring of town and gown.” Viewing the campus and the community together as a site of learning, research, knowledge mobilization and engagement will help realize this ambition.

### **Community...and communications**

Reputation is earned but it must also be profiled and projected. The Deans, Principal and University Librarian have picked up on the UAP’s injunction to “strengthen our communications and advocacy for York to enhance York’s reputation, transparency and accountability.” They are also moving to partner with external institutions to enrich and diversify funding, expand experiential learning, and create research synergies. More must be done in this regard if we are to full exploit the opportunities that are available.

## York University –Markham Centre

### Update for Senate – June 2016

**Prepared by: Alice Pitt, Vice Provost Academic and Angelo Belcastro, Advisor and Executive Director, Markham**

---

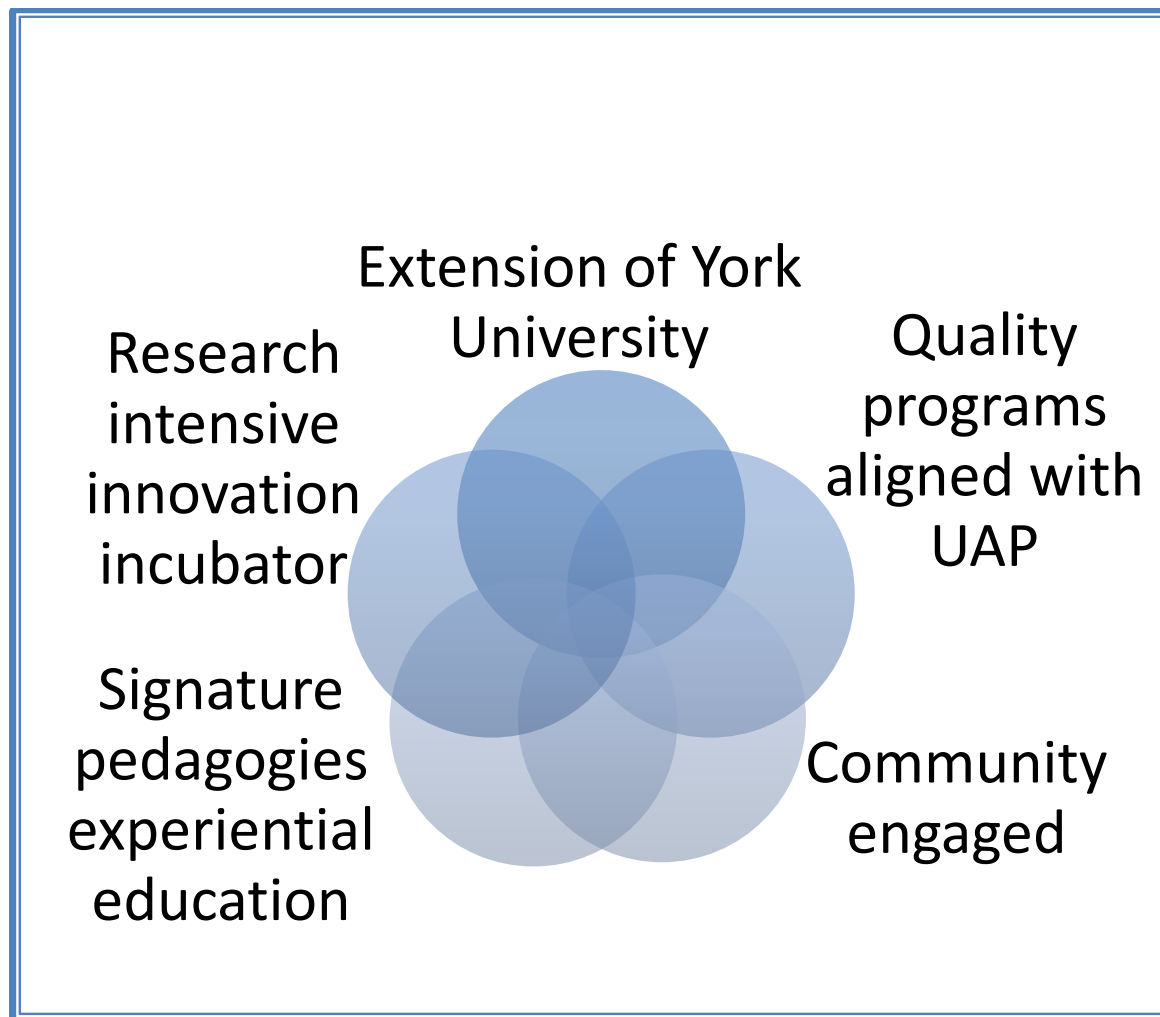
**Context:** York University's planning framework and timelines for York University - Markham Centre (YU-MC) campus continues as reported to Senate (November 2015). To date the academic planning for York University - Markham Centre campus is focused on quality programs, research intensification and experiential learning opportunities in support of the priorities set out in the University Academic Plan. Ongoing activities include:

- Discussions with MTCU regarding the MOU
- Degree program planning and submissions, in consultation with Faculties, for Senate's approval ensuring program availability for the 2020-2021 academic year.
- A York University – Innovative Community-University Engagement Hub planned for 2017 in Markham Centre in close proximity to the new YU-Markham Centre campus (with support from the VPRI, Faculties and community partners).
- Preliminary discussions centred on Student Services (led by VP-Students) and
- Preliminary discussions addressing Library Services at YU-MC (led by University Librarian)

### Mandate

The mandate for the new YU – MC campus is intended to complement efforts at York's other campuses, most notably Keele and Glendon, to advance the mission, vision and priorities of York University as articulated in our planning documents. Building upon York's strengths as a comprehensive, research-intensive University, the YU – MC will be a new urban campus for active learning, integrating local and global communities to create collaborative, interactive and innovative programs where learners acquire knowledge and skills to explore, discover and transform society.





**York University – Markham Centre Academic Programs (Phase 1 – opening September 2020)<sup>1</sup>**

Arts, Media, Performance and Design

- BA – Digital Cultures (3 streams in: Games & New Entertainment Media, Interactive Information Design, Digital Cultures & Media Industry)
- MA (Concentration TBD)

Faculty of Education

- Bachelor of Education (New Learning Technologies concentration)
- Master of Education (New Learning Technologies)

Faculty of Environmental Studies

- Bachelor of Environmental Studies – Environmental Management

---

<sup>1</sup> Working titles only and subject to consultation with Deans/Faculties (underway June 2016)

## Faculty of Liberal Arts and Professional Studies

- Bachelor of Commerce (B. Comm)
- BA - Social Science
- BA - Justice Administration

## Faculty of Science

- Bachelor of Science - Medical Science and Biotechnology
- Bachelor of Science - Entrepreneurial Science
- Master of Science (possible PhD)

## Lassonde School of Engineering

- BAsc – Liberal Engineering
- MEng (Engineering Management)

## **College-University Transfer Pathways available at YU-MC (Seneca to York)<sup>2</sup>:**

[NOTE: Seneca will not necessarily be offering all the related programming at Markham but the list below reflects the pathways from programs offered by Seneca to York's proposed programs]

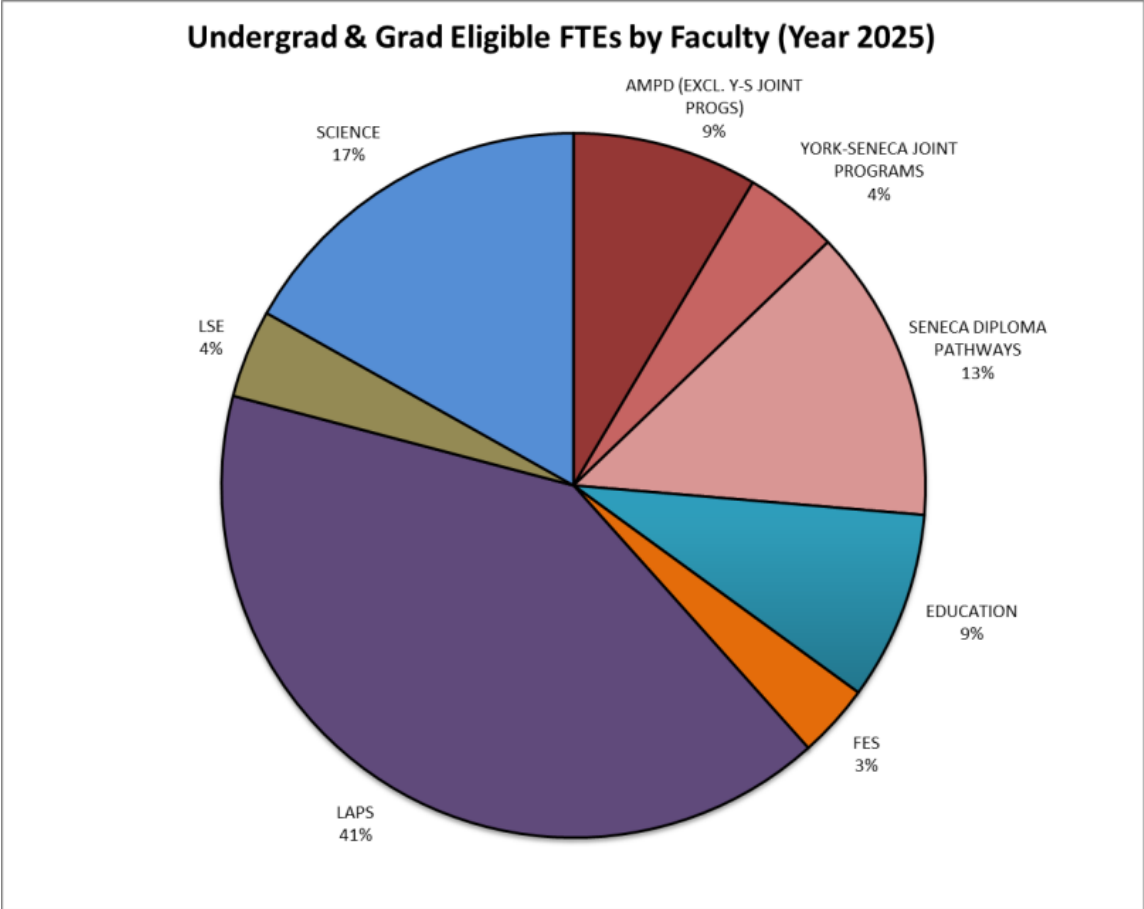
- BA Interactive Media to BA – Games & New Entertainment Media, BA – Interactive Information Design and BA – Digital Cultures & Media Industry (AMPD)
- Business Administration diploma to Bachelor of Commerce (LA&PS)
- Child & Youth Worker diploma to BA - Justice Administration (LA&PS)
- Creative Advertising diploma to BA – Digital Cultures and Media Industry (AMPD)
- Environmental Technology diploma to BES Environmental Management (FES)
- Environmental Technician to BES Environmental Management (FES)
- General Arts & Science University Transfer to BA Liberal Arts-Social Science (LA&PS)
- General Science Transfer to BSc – Entrepreneurial Science (SCI)
- General Science Transfer to BA/BSc – Liberal Engineering (LSE)
- Police Foundations [TBC] to BA Justice Administration (LA&PS)

## **Program Development/Approvals Timelines:**

Individual Meetings with Deans Program development lead(s) identified	June 2016 (underway)
Program leads meeting <ul style="list-style-type: none"><li>• Review Timelines and Work Plans</li><li>• Review YU-MC Mandate/Principles</li><li>• Consider Signature Pedagogies</li></ul>	August 2016

<sup>2</sup> Discussions with Seneca are on-going.

YU-MC Academic Programs Committee Meeting	Summer 2016 to early 2019
Notice of intention	September 2016
Proposal developed	May 2017
Review by Faculty Curriculum Committee	September 2017
External Review (new programs only)	October 2017
Faculty Council approval	April 2018
Senate approval	October 2018
External approvals – Quality Council (new programs only)	February 2019
External approval – MTCU (new programs only)	April 2019
Program promotion/student recruitment	Starts in March 2019
Report to MTCU (major modifications only)	July 2019
Promotion at Ontario University Fair	September 2019
Application cycle begins	September 2019
Admission offers	Feb 2020
Classes start	September 2020 (assuming above deadlines met)



### **Vision for Student Services (Markham Centre)**

- A campus identity developed through student life activities and faculty/staff engagement.
- Flexible service structure that offers one-stop, centrally located Students Services Office.
- A full range of student and ancillary services along with a single-window approach for students.
- A shared services approach with Markham/York Region partners and Seneca College.

### **Markham Centre Planning – Next Steps**

- Meetings with Deans/Program Development Leads
- Sign Memorandum of Understanding with Government of Ontario
- Planning re: student services, libraries, communication/outreach
- Exploration re: experiential education / research collaboration opportunities
- Review of satellite campus governance models (committee to be chaired by Provost)
- Planning & launch (February 2017) of the Innovative Community-University Engagement hub

### **Resources**

The resources to support the new campus include:

- A commitment from Markham to provide a site of 5 acres
- A commitment from York Region of up to \$25m
- The contribution from MTCU
- A fund-raising contribution as part of the YU Campaign
- On-going revenue generated from the new enrolments at YU-MC, as per York University's planning and budgeting processes
- Leveraging existing infrastructure (in discussion)

## OFFICE OF RESEARCH ETHICS

**Annual Report of the  
ANIMAL CARE SUB-COMMITTEE (ACC)  
2014/2015**

---

**MEMBERSHIP**

Anthony Scime, *Kinesiology & Health Science, Vice-Chair*  
 Carolyn Perry, *Kinesiology & Health Science – Student Rep*  
 Emily Dunford, *Kinesiology & Health Science – Student Rep*  
 Jay Majithia / Robert Oliver, *Biosafety Officer*  
 Julie Clark, *Biology*  
 Julie Panakos, *Psychology, Vivaria Supervisor*  
 Kari Hoffman, *Psychology*  
 Lisa Dennis, *Non-Animal User*  
 Melissa Madden, *University Vet*  
 Olasunkanmi Adegoke, *Kinesiology & Health Science*  
 Robert Kozak, *Community Member*  
 Rolando Ceddia, *Kinesiology & Health Science*  
 Thilo Womelsdorf, *Kinesiology & Health Science, Chair*  
 Tom Hodgson, *Facilities Manager – Health*  
 Tracy Chew, *Community Member*  
 Alison Collins-Mrakas, ORE (Regulatory advice and support)  
 Wendy Jokhoo, ORE (Administrative support)

**PROTOCOLS REVIEWED AND APPROVED**

The sub-committee reviewed and approved **7 new protocols, 35 renewals, and 23 amendments** for the academic year 2014/2015 for a total of **65** protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol. A small number of protocols required further inquiry and/or clarification prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). The Chair and/or the Vivaria Supervisor met with the researcher(s) in question directly to put forth the committee's queries and upon receiving a satisfactory explanation and a revised protocol the protocol was then approved. There were no instances in which the protocol was rejected.

**FACILITIES INSPECTIONS**

In compliance with relevant regulatory requirements, inspection(s) of the vivaria facilities was undertaken by the Animal Care Committee. Deficiencies and

## OFFICE OF RESEARCH ETHICS

required changes were noted by Committee and recommended changes were addressed directly wherever possible. Significant facility upgrades and/or renovations were given the necessary attention of the relevant institutional offices (Office of the Vice-President Research and Innovation via the Vivaria User Committee. Renovations and facilities upgrades are underway, completed or planned as required.

Similarly, Post Approval Monitoring (PAM) of current animal care protocols were conducted in accordance with the PAM inspection process. No significant protocol deviations and/or deficiencies were found.

In preparation for the November 2015 Canadian Council on Animal Care Inspection, the committee undertook additional facility, process and SOP reviews so as to ensure as positive an inspection outcome as possible.

**Table 1**  
**Summary of Protocols**

<b>Type of Protocol</b>	<b>Number Reviewed</b>
Renewal	35
Amendment	23
New	7
Total	65

# OFFICE OF RESEARCH ETHICS

## Annual Report of the BIOSAFETY COMMITTEE (BSC) 2014/2015

---

### MEMBERSHIP

Amro Zayed, *Biology (on sabbatical from Jan to Dec 2015)*  
Andrew White, *Biology*  
Andrew Donini, *Biology (until Dec 2014)*  
Anthony Scime, *Kinesiology & Health Science (until Dec 2014)*  
Brad Sheeller, *Manager, Health Safety & Compliance, Science & Engineering [Ex-officio]*  
Doriano D'Angelo, *Facilities Manager, Science & Engineering [Ex-officio]*  
Francis Arnaldo, *DOHS, Biosafety Officer (July 2012- December 2014)*  
Jay Majithia, *Biosafety Officer*  
Jean-Paul Paluzzi, *Biology*  
Julie Panakos, *Vivaria Supervisor [Ex-officio]*  
Maria Mazzurco, *Biology*  
Pouya Rezai, *Mechanical Engineering*  
Robert Peat, *H.E.P.A. Filter Services (Community member)*  
Tara Haas, *Kinesiology, Chair*  
Tom Hodgson, *Facilities Manager, Health [Ex-officio]*  
Alison Collins-Mrakas, *(ORE, Administrative support)*  
Edward Secnik, *Mgr., Health, Safety, Security & Facilities (Lassonde School of Engineering)*

### PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved and/or provided renewed approval for 26 protocols for the academic year 2014/2015. The attached spreadsheet provides a detailed listing of all research protocols approved and/or renewed during the above noted academic year.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

### Committee Activities

In the 2014-2015 academic year, the BSC and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

#### 1. Biosafety Inspections

<b>Total Inspected</b>	<b>Laboratories</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
		<b>11</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>9</b>	<b>22</b>	<b>28</b>	<b>4</b>
FSE-Biology		8	7	4	6	6	10	11	1
FSE-Chemistry		1	4	1	3	0	5	3	1
Faculty of Health		2	1	6	3	3	7	6	1

## OFFICE OF RESEARCH ETHICS

Percent CL-2 Labs	73%	100%	27%	43%	78%	72%	68%	1
								100%

There are currently 57 certified labs. The BSC agreed to increase the number of inspections performed annually such that each lab is inspected at least once every two years, regardless of containment level. Compliance to basic lab safety rules must be ensured for each lab holding a biosafety certificate. In the event of an incidence of non-compliance (such as failure to wear appropriate PPE; failure to use appropriate sterilization), the issue(s) was discussed with and corrected by the PI/Faculty member in charge of the lab. There were no instances of prolonged or recurrent non-compliance.

### 2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011	2012	2013	2014	2015
	93	102	141	137	137	146	194	153
Number of PIs Trained	3	2	15	8	1	8	24	0
Number of classes held	4	9	11	8	20	15	20	7

Since the introduction of biosafety training in 2008, 610 faculty, staff, and students have attended a session. This includes 32 Faculty members.

### 3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of Certified BSCs	2008	2009	2010	2011	2012	2013	2014	2015
	37	34	35	47	46	37	40	38

The number of biosafety cabinets (Class II/A2) fluctuates due to the decommissioning and/or purchasing of biological safety cabinets.

### 4. New/updated Documentation/Processes

In light of current and pending legislative changes, all current processes and forms will continue to be reviewed and, wherever required or appropriate, will be amended and updated accordingly.

The Biosafety Committee has agreed to implement a Project-Specific Risk Assessment Form, allowing researchers to perform and document a risk assessment on their awarded grants that will help the committee to identify potential risks in their proposed projects, as well as put measures in place and make relevant recommendations to minimize or mitigate the risk.

### 5. Government Contacts

#### Regulations under the *Human Pathogens and Toxins Act*



## OFFICE OF RESEARCH ETHICS

As stated previously, new regulations developed under the *Human Pathogens and Toxins Act (2009)* have come into full effect as of December 1<sup>st</sup>, 2015. York's Biosafety Officer, along with those from other Ontario universities, have actively participated in all the consultation processes held in the Greater Toronto Area. These regulations have significant impact on the research community that use biological agents and animals. Specifically, researchers from the Faculty of Health, Faculty of Engineering, and Faculty of Science will be directly affected.

York University has applied for two licenses, a RG2 license and a RG3 license. As PHAC reviews the application, they will contact the BSO to make the required changes. In addition to licensing the institution, several other requirements will be addressed, including, but not limited to: inventory maintenance, local area risk assessments and inspections.

In response to the new requirements, updated processes, procedures and attendant forms will be developed accordingly and implemented through the licensing term to ensure compliance.

### **Import Permits and Lab Accreditation**

As of December 1<sup>st</sup>, 2015, York University no longer requires import permits and compliance letters from the Public Health Agency of Canada regarding purchases and acquisition of Human Pathogens and Toxins. For all Animal Pathogens, import permits and compliance letters will be issued by the Canadian Food Inspection Agency and in order to import exotic biological agents for study. Lab areas must be certified in order to obtain a permit.

### **6. Aquatic CL2 Certification**

The re-interpretation of CFIA regulations governing the importation of research animals and animal specimens (including cell lines) in particular zebrafish, has significant implications for the research enterprise at York University and other institutions conducting similar research. Despite the efforts of researchers and Senior Administration across institutions, to bring forward key concerns with the regulatory interpretations and potential alternative means by which CFIA could fulfill its regulatory role in a more targeted manner that would avoid unnecessary negative impacts on important research being conducted at our Institution and at others that conduct similar research, those concerns have not been addressed. We are currently working to obtain modified CL2 containment certification from the CFIA thereby limiting the impact of the new regulatory interpretations on research and facilitate the continuation of research involving zebrafish.

York University's BSO has been in contact with members of U15, who are in consultation with CFIA regarding zebra fish importation and certification of aquatic facilities. Updates will be provided to the Biosafety Committee and the Animal Care Committee as more information becomes available resulting from these consultations.

Note: Tables contain aggregate data only. Information on individual projects available to APPRC members only on a confidential basis.

## OFFICE OF RESEARCH ETHICS

# Annual Report of the Human Participants Review Committee (HPRC) 2014-2015

---

### MEMBERSHIP

Angie An, *Peter Bronfman Business Library*  
Carolyn Heald, *Privacy Office, Ex-Officio*  
Christine Kovacs, *Community Member*  
Daniel McArthur, *Philosophy*  
Daphne Winland, *Anthropology, Vice Chair*  
Denise Henriques, *Kinesiology & Health Science, Chair*  
Erin Ross, *Psychology*  
Michael Riddell, *Kinesiology*  
Sarah Barrett, *Education*  
Shelley Kierstead, *Osgoode Hall Law School*  
Suzie Young, *Film & Theatre*  
Veronica Jamnik, *Kinesiology*  
*Jennifer Kuk, Kinesiology (on maternity leave from Jan 2013 to Dec 2014)*  
*Wade Cook, Management Science Specialization, (on sabbatical July 2014 to June 2015)*  
Alison Collins-Mrakas (ORE, Administrative Support)  
Wendy Jokhoo (ORE, Administrative Support)

### PROTOCOLS REVIEWED AND APPROVED

The Office of Research Ethics (ORE) received a total of 591 new protocols (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2014/2015. This marks a marginal increase in total protocols reviewed and approved as compared to previous years.

The committee as a whole reviewed and approved 406 faculty protocols for the academic year 2014/2015. The attached spreadsheet (Appendix A – Sheet Faculty) provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol and/or informed consent form. In a few limited circumstances, protocols required more thorough follow up and/or revisions. However, no protocols – student or faculty - were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of protocol related queries, issues and/or complaints lodged during the academic year 2014/15 which required appropriate action be taken. The few queries and/or complaints of a significant nature were resolved expeditiously. Resolution was achieved without further actions or significant sanctions required (i.e. as per the Senate Policy on Research Misconduct).

## **OFFICE OF RESEARCH ETHICS**

Graduate student protocols submitted for review continues to increase. From June 2014 through May 2015, 185 protocols were submitted to the Chair (and Vice-Chair when the Chair is absent) for review. Due to the continued efforts towards effective ORE outreach and education activities (for example “Ethics 101”), student research ethics protocols have improved such that few protocols required more than minimal revision. That being said, due to the sheer volume of protocols subject to review, student research ethics review continues to represent a significant workload for the Chair (and Vice-Chair) as well as Associate Deans, Research, Faculty of Graduate studies. As a result, the workload of the Chair, HPRC in particular, is significant.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, graduate Major Research Papers and graduate course-related research. A summary chart (Appendix B) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

### **COMMITTEE OPERATIONS and ACTIVITIES**

As in previous years, the committee continues to function well with few if any operational issues. The committee continues to enjoy the breadth of perspective to the review of protocols that our community members bring to the process.

On-line submissions continue to increase; though the amendment and renewal process currently remains hard copy only. It was expected that with the phasing in of the Ethics portion of the SOPHIA system recently launched in ORS, paper based protocol submissions will be phased out within the next year to 18 months. However, the phasing of the project has been delayed. The ethics portion of the SOPHIA system may not be in place for at least an additional year. The Aboriginal Research Ethics Review Advisory Group (created in 2011), continues to broaden its advisory role. In 2014-2015, the committee reviewed 13 protocols, thus greatly enhancing both compliance with regulatory guidelines and knowledge of research ethics considerations as they speak to Aboriginal research.

### **EDUCATIONAL INITIATIVES**

The Office of Research Ethics continued to provide education and outreach activities to a variety of stakeholders and audiences. ORE facilitates advisory meetings between researchers and members of our Aboriginal Research Ethics Review Advisory Group for the purposes of navigating the often complex processes associated with research involving First Nations, Metis and Inuit.

Ethics 101 is included as part of a number of undergraduate and graduate course curricula. In addition, multiple presentations were made to staff, Faculty and graduate and undergraduate student audiences in a wide variety of disciplines. ORE staff provides over 20 to 30 presentations a year thereby facilitating a broader understanding of research ethics policy and processes within the research community.

Advisory and consultative services – in particular one on one meeting with researchers – continue to be accessed by students and faculty researchers alike and have proven to be a well utilized resource for the research community. ORE staff provided direct assistance to staff, faculty and students as they prepare ethics documents and/or seek advice on matters relating to ethics review processes and requirements. As a consequence of the consultative services provided, it is now relatively rare to receive a protocol that has significant or substance process, content or procedural concerns. Protocol

## OFFICE OF RESEARCH ETHICS

submissions are, thus, reviewed in a timelier manner thus improving the efficiency of the overall review and approval process. Researchers continue to express appreciation for the resources provided and the relative ease with which they now are able to make submissions, receive committee comments and obtain ethics approval.

Under the direction of the HPRC, the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

### CURRENT AND FUTURE ACTIVITIES

1. Update and adoption of National SOPs – the Canadian Association of Research Ethics Boards (CAREB) in conjunction with N2 Canada have created national Research Ethics Board SOPs for the purposes of normalizing and standardizing Research Ethics Board processes and practices across institutions. The HPRC is in the process of reviewing and adopting all relevant SOPs and will update procedures wherever required.
2. Updated and/or new Guidelines: continue to review and revise current guidelines and to adopt to York's context best practice guidelines instituted in other institutions.
3. Aboriginal Research Ethics Review Advisory Group: The work of this advisory committee continues to be extremely successful. To respond to the increased number of protocols received and/or advice requested, the HPRC has undertaken a recruitment drive to add members to the committee. Thus far, the committee has added an additional 4 members which has enhanced the timeliness of the group's advisory processes. Most important, the additional members have ensured continued access to the enhanced ethics reviews provided by the committee and the resources available to the research community which they provide.
4. Ethics Education and Resources: The education and outreach activities undertaken by ORE, the Chair and committee as a whole will continue to evolve and expand so as to improve communication of ethics review policy and procedures to the research community.
5. Consultation with Faculties/Departments: Continued consultation with both Faculties and departments will be undertaken with regards to their context-specific ethics review needs so as to facilitate appropriate and effective review processes and to assist in the creation of discipline specific delegated ethics review committees.
6. New Ethics guidelines and regulations: As new policies emerge, continued analysis as to potential implications for research ethics policies and procedures will be undertaken.

## OFFICE OF RESEARCH ETHICS

**Table 1**  
**Protocols Reviewed by HPRC (Faculty Members and Graduate Students)**  
**New Approvals**

<b>Affiliation</b>	<b>Protocols Reviewed</b>
Arts, Media, Performance and Design	3
Education	27
Environmental Studies	10
Glendon	9
Health	165
Lassonde	9
LA&PS	89
Osgoode	7
Schulich	33
Science	4
Other Internal (e.g. ORUs)	30
External Institutions	20
<b>Faculty Member Total</b>	<b>406</b>
FGS - Graduate Student	185
<b>Total</b>	<b>591</b>

**OFFICE OF RESEARCH ETHICS**

**Table 2  
Protocols Reviewed by Faculty Committees**

<b>FACULTY</b>	<b>Undergrad course related</b>	<b>Grad Course related</b>	<b>Undergrad independent/ individually directed research</b>	<b>Graduate major research papers</b>	<b>Theses</b>	<b>Dissertations</b>	<b>TOTAL (excluding Theses &amp; Dissertations)</b>
AMPD	5	0	56	0	0	0	<b>61</b>
Education	0	0	0	0	0	0	<b>0</b>
Lassonde	0	0	0	0	0	0	<b>0</b>
FES	0	0	11	0	0	0	<b>11</b>
Glendon	3	0	2	0	0	0	<b>5</b>
Graduate Studies <sup>1</sup>		42		154			<b>196</b>
Health	10	0	79	37	0	0	<b>126</b>
LA&PS <sup>2</sup>	1	NS	NS	NS	NA	NA	<b>1</b>
Osgoode	6	3	0	2	0	0	<b>11</b>
Science	0	0	0	0	0	0	<b>0</b>
Schulich	1	5	0	12	0	0	<b>18</b>
<b>TOTAL</b>	<b>21</b>	<b>50</b>	<b>92</b>	<b>205</b>	<b>0</b>	<b>0</b>	<b>368</b>

**NS = none submitted**

**NA - not applicable**

<sup>1</sup> Some departments are included in the total for Graduate Studies.

<sup>2</sup> Some units within LA&PS did not submit reports.



**Academic Policy, Planning and Research Committee**  
**Academic Standards, Curriculum and Pedagogy Committee**  
**Joint Report to Senate**

**At its meeting of June 16, 2016**

**FOR INFORMATION**

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

Attached are the final reports for 2015-2016 submitted by the Joint Sub-Committee on Quality Assurance. The Committees are grateful to members of the Sub-Committee for the important work they have done on behalf of Senate and the University.

Documentation is attached as Appendix A.

F. van Breugel, Chair, ASCP  
R. Pillai Riddell, Chair, APPRC



# Academic Policy, Planning and Research Committee

## Academic Standards, Curriculum and Pedagogy

### Report to the Full Committees

*The Sub-Committee met on April 18, 2016 and submits the following report to the full Committees for information.*

#### **1. Quality Council Audit Outcome**

As members of APPRC and ASCP are aware, the Quality Council conducted its audit in November. A confidential draft was furnished to the Sub-Committee for preliminary review and the University has signaled that it is satisfied that there are no errors in the document. In general, the auditors concluded that there have been “significant efforts and significant successes in implementing quality assurance practices across the University. The work of developing learning outcomes in all programs has meant that the articulation of these has been remarkably consistent in the cyclical program reviews and new program developments. While many institutions have struggled to develop these, York has had significant success in integrating them into its practices.” The auditors deeded a number of recommendations (which must be adopted) and suggestions (which are offered for consideration) about improving processes based on their review of our framework documents, extensive discussions on site, and a careful assessment of processes for both CPRs and program approvals. The full report will be shared with the committees when it has been released.

#### **2. Quality Assurance Retreat**

The Sub-Committee was pleased to join with Vice-Provost Pitt in sponsoring a Quality Assurance Retreat on May 18. This well-attended event was divided into two sessions. In the morning phase, staff of the Faculty of Graduate Studies, the Institute for Social Research and the Office for Institutional Planning and Analysis participated in a very helpful exchange on ways to enhance CPR and curriculum proposals (by, for example, enriching the data available). The afternoon gathered together “key contacts” to share perspectives on CPR processes, including Associate Deans and the Associate Principal, program leaders, and York faculty members who have served as internal reviewers. Professor Tom Loebel, the University’s representative on the Quality Council, attended throughout and his contributions were enlightening.

It was gratifying to hear one participant close the day with a strong endorsement of the improvements that have been made to CPR processes in the recent past, a sentiment echoed by others. Even so, those in attendance suggested a number of ways in which we can refine processes to achieve our internally-defined objectives while complying with the provincial framework. Reflections on the discussion will shape the Sub-Committee’s short-term agenda and actions will be reported as soon as they are taken.



# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

One of the prominent themes enunciated by a number of participants turned on the desirability of making quality a day-to-day concern of planners throughout the University. CPRs would be less onerous and the experience ultimately more meaningful if colleagues kept a steady gaze on quality beyond and between the formal CPR life-cycle.

Senate committees are expecting to receive recommendations from IIRP working groups and the Sub-Committee is, as always, receptive to referrals on matters that touch on its mandate.<sup>1</sup> We briefly discussed a communication from Vice-Provost Pitt, seen by both Committees, raising questions about matters such as program “stewardship.”

### 3. Cyclical Program Review Reports

Attached are the Final Assessment Reports for CPRs completed since the Sub-Committee last reported to ASCP and APPRC. They are:

- Gender & Women’s Studies and Sexuality Studies (BA, iBA) and Gender, Feminist and Women’s Studies (MA, PhD)
- Chemistry (BSc, MSc, PhD) Science / FGS
- Art History (MA and PhD) AMPD / FGS
- Master’s in Public and International Affairs (MPIA) Glendon / FGS
- Administrative Studies (BAS) Undergraduate LA&PS
- Translation (BA, MA) Glendon / FGS
- Disaster & Emergency Management (BDEM, MADEM, Professional Certificate in Emergency Management) LA&PS / FGS
- Law (LLM, Research and PhD) Osgoode and FGS

Members of the full committees may recall that when a completed dossier has been received the Vice-Provost Academic prepares a draft Final Assessment Report which is based on an overall reading with an emphasis on decanal implementation plans. Members of the Sub-Committee and the secretaries review the files in full and provide advice and commentary on the following:

- whether or not a meeting with the Sub-Committee is required to clarify or otherwise explore aspects of the review

---

<sup>1</sup> The working groups are devoted to:  
Enhancing the Quality of Teaching and Learning  
Institutional Supports for Enhancing Program Quality  
Advising  
Campus Experience  
Quality Administrative Services  
Envisioning the Role of FGS  
Experiential Education  
Technology Enhanced Learning (eLearning)

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

- the date at which follow-up reports are due (normally 18 months after the Sub-Committee stage, but scheduled for an earlier date if warranted by factors such as a lapse in time since the process began or issues of special urgency)
- broader issues surfaced by a particular review

In no case was a meeting recommended. It was agreed that a follow-up report from the School of Administrative Studies should be received after 12 months (rather than 18) given the rapid pace of developments in the domain of business / management / administration.

As reported in the autumn, a template for 18-month follow-up reports is in preparation.

G. Tourlakis, Chair of the Sub-Committee

**Graduate program in Gender, Feminist and Women’s Studies (PhD, MA), Gender and Women’s Studies (BA, IBA\_LAPS and Glendon) Sexuality Studies (BA, IBA\_LAPS) School of Gender, Sexuality, and Women’s Studies**

**Cyclical Program Review – 2005 - 2014**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program Description**

The School of Gender, Sexuality, and Women’s Studies houses a range of programs and faculty research projects. At the undergraduate level students may pursue Gender and Women’s Studies or Sexuality Studies as a major or minor through the Faculty of Liberal Arts and Professional studies or Glendon College. The School also offers a concurrent or standalone bilingual cross-disciplinary certificate - Sexuality Studies / Études sur la sexualité.

At the graduate level the following areas of specialization are offered: Cultural and Literary Studies; Performance and Fine Arts; Diaspora, Transnational and Global Studies; Histories; Politics, Economies and Societies; Race; Sexualities; Theories and Methods.

The Faculty in the School also supports the Bridging Course for Women, offered through the School of Continuing Studies at York University.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Gender & Women’s Studies Glendon – BA/IBA	13	30	3 – Hons; 2 – 90-credit
Gender & Women’s Studies LAPS - BA	30	97	15 – Hons; 17 – 90-credit; 2 certificates
Sexuality Studies – LAPS - BA	128	40	4 – Hons; 8 – 90-credit; 2 certificates
Master’s	7	10	6
Doctorate	7	53	5

**Reviewers appointed by the Vice-Provost Academic:**

- Dr. Caroline Andrew, Professor, School of Political Studies, University of Ottawa, Ontario
- Dr. Annalee Lepp, Associate Professor and Chair, Department of Women’s Studies University of Victoria, British Columbia
- Dr. Brian Singer, Chair. Department of Sociology, Glendon College, York University

**Site Visit:** May 11 and 12, 2015

The reviewers met with the following individuals: Alice Pitt, Vice Provost Academic, Kim Michasiw, Vice Dean, Liberal Arts and Professional Studies, Donald Ipperciel, Principal, Glendon College, Barbara Crow, Associate Vice-President, Faculty of Graduate Studies,



Gertrude Mianda, Chair, Gender, Sexuality, and Women's Studies, Sandra Whitworth, Graduate Program Director, Bobby Noble, Undergraduate Program Director, Alison Crosby, Director, Centre for Feminist Research, Allyson Mitchell, Coordinator, Sexuality Studies, Ruby Newman, Coordinator, Bridging Program for Women, Gertrude Mianda, Director, Gender, Sexuality, and Women's Studies at Glendon, Jacinthe Michaud, Coordinator, Gender and Women's Studies, Glendon. The Reviewers also met with full and part-time faculty in the undergraduate and graduate programs, the associate university librarian and a librarian from Glendon, administrative staff from both the Keele and Glendon campuses, undergraduate students from both campuses, and graduate students.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Principal's and Dean's; Implementation Plans adequately addressed the review recommendations. JCQA recommends that future reviews of the programs housed in the School provide a jointly-developed agenda of concern and implementation plan to better represent Glendon's and LAPS' shared responsibility for the School. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in Fall term of 2021.

**Strengths:**

- Faculty teaching in programs offered by the School of Gender, Sexuality are nationally and internationally recognized researchers, theorists, and scholarly activists.
- The review report commented extensively on the strength of the School's articulation of program expectations and curricular mapping, noting that "At each level, students are given the opportunity to cumulatively deepen their intellectual, theoretical, and practical capacities in the following areas: depth and breadth of knowledge; understanding of the interdisciplinary nature of feminist/sexuality studies methodologies and scholarship; effective application of knowledge; critical reading, reasoning, research, writing, listening, and oral communication skills; assessing priorities as citizens in the contemporary world; and autonomy and professional capacity. These degree-level learning outcomes are also very useful for future curriculum development, especially in terms of distinguishing between 2000-, 3000-, and 4000-level courses and in assessing the relevance of GWST and SXST core or non-core courses taught outside of the School."

**Undergraduate programs**

- The undergraduate programs demonstrate a strong commitment to intersectional and transnational analyses, to addressing pressing contemporary equity and social justice issues not covered by traditional disciplines.
- The modes of course delivery are multiple and varied, combining conventional and experiential pedagogies.
- Sexuality Studies is the only interdisciplinary program of its kind in Canada and the program is committed to excellence in research, teaching, and community engagement.
- The Gender and Women's Studies interdisciplinary program at Glendon is the only bilingual undergraduate program of its kind offered in Southern Ontario.
- The School has established multi-year learning objectives for courses taught in the programs; courses and assessment methods have been mapped to these objectives.

**Graduate programs**

The university's profile in the areas of research, teaching, and career preparation are significantly enhanced by the national and international scholarly reputation of GFWS core and affiliate faculty members and the successful employment placements of many of the program's MA and PhD graduates.

**Opportunities for Enhancement identified by the Reviewers:**

Undergraduate Program – Gender and Women's Studies;

- The 2000-level offerings should be enhanced to include a mix of courses with broad appeal (such as new media studies taught from an intersectional approach) and these courses should be rotated on a regular basis to generate interest in the program.
- Glendon students should have the right to submit work in French in the 4000-level capstone course when taken through LAPS.
- 3000- level courses should be rotated to ensure robust enrolments and free up faculty to focus on 2000 level course development.
- The requirement to take 12 credits in outside teaching units should be reviewed to ensure it is necessary to meet program level expectations and learning outcomes.
- The program should consider offering a French-language Bridging Program for Women as a means to attract Toronto-based, French-language mature and non-traditional students to the Glendon GWST program.

#### Undergraduate Program – Sexuality Studies;

- The curriculum should be reviewed to ensure alignment of courses with program learning outcomes and to avoid excessive overlap in course materials
- Experiential learning course options should be created to enhance the development of students' practical and transferable skills

#### Graduate Program – Gender, Feminist and Women's Studies;

- The program should review the 'core' course requirement consider introducing greater flexibility to align course selection with students' interests.
- The program should consider a rotation of teaching assignments for required MA and PhD theory and methodology courses to ensure faculty can avoid overlap in content.
- In order to ensure collaboration between graduate instructors to prevent possible duplication in non-core courses and to ensure overall program goals are met, the program should encourage participation in regular course review as well as review of cross-listed courses.
- Streamline the comprehensive examination process for consistency and to enhance time to completion for doctoral students.
- Opportunities to develop professional skills within the scope of the program would be welcomed by students.

#### Governance and Faculty Resources

- The School should establish a succession plan for administrative positions in the School and confirm what compensation options are available for these positions.
- The School should explore options for ensuring that Glendon's voice in School governance is strong and the Glendon programs are supported effectively.
- The School should develop a three- to five-year plan to map curriculum and preparation time, supervisory responsibilities and undergraduate student support against faculty resources.
- There should be a hiring plan for a faculty member with expertise in Indigenous Studies.

### **Implementation Plan**

The Principal at Glendon College and the Vice-Dean of Liberal Arts and Professional Studies have provided collegially developed implementation plans that address the recommendations for which each of their offices have oversight.

Many of the recommendations for both the undergraduate and graduate programs (highlighted above in the Opportunities for Enhancement section) concern curriculum development, which is the responsibility of the program. Both the Dean and the Principal noted that many of these recommendations have already been undertaken and in some cases are almost completed. The

Principal at Glendon applauds the School's efforts to enhance communication between faculty members, referring to the "Queering Curriculum & Pedagogy" workshop as an example. The Principal at Glendon notes that staff support for the development of experiential education opportunities is now available to assist the program. Improved website development supports have also been provided by Glendon and are available to help programs enhance their visibility.

The Principal acknowledges the benefits of the suggested French-language Women's Bridging Course; however, budgetary constraints do not permit this endeavor at this time.

Both the Principal and the Vice-Dean applaud the efforts to streamline governance of the School; however, the Vice-Dean of Liberal Arts and Professional Studies notes levels of administrative release for program coordination are governed by the collective agreement between the University and the Faculty Association. At this time the enrolment in Sexuality Studies does not meet the established threshold.

The Dean's Office in Liberal Arts and Professional Studies notes that the desire to hire faculty with indigenous expertise is a priority of the university and the possibility of a cross-appointment in indigenous studies with an emphasis on gender and sexuality is one that should be discussed and which the Dean's Office can facilitate. Other cross-appointments are not in line with the Faculty's current practices; however, Dean's Office welcomes discussion and encourages the School to support outstanding candidates for conversions should these present themselves.

Progress on all initiatives will be included in an 18-month report.

Alice J. Pitt  
Vice-Provost Academic  
York University

## Chemistry, Undergraduate and Graduate Program

### Cyclical Program Review – 2005 - 2013

#### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 18, 2016

#### Program Description

The Department of Chemistry offers the following programs: BSc Chemistry (90 credits), Honours Major BSc Chemistry (standalone, combined with another science Major or combined with a Minor in one of forty subjects), Specialized Honours BSc Chemistry, Specialized Honours BSc Chemistry – Pharmaceutical and Biological Chemistry Stream, and Specialized Honours BSc Biochemistry.

The Graduate Program in Chemistry offers two degrees: MSc and PhD. These programs have been in existence since 1965. The master's program offers a Master's degree by Research Thesis and the possibility of obtaining a Master's Degree by course work. The Master's by course work option is primarily designed for chemists who are working in industry or government and wish to upgrade their chemical expertise and is offered as a part-time program only.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BSc	179	478	Hons 19; 90-credit 33
Master's	19	27	7
Doctorate	5	28	9

#### Reviewers appointed by the Vice-Provost Academic:

Dr. John F. Honek, Professor, Department of Chemistry, University of Waterloo

Dr. Dietmar Kennepohl, Professor, Department of Chemistry, Athabasca University

Dr. Michael De Robertis, Professor, York University, Department of Physics and Astronomy

**Site Visit:** June 25 and 26, 2015

The reviewers met with Alice Pitt, Vice-Provost Academic, Barbara Crow, Interim Dean and Associate Dean, Faculty of Science, Professor Janse Van Rensburg. In addition they met with the Chemistry Chair, M. Yousaf, the acting Chair, Don Hastie, the Graduate Program Director, Gino Lavoie and the Undergraduate Program Director, Pierre Potvin. There was an opportunity to meet with Faculty members from the Chemistry Department, graduate and undergraduate students, Research Associates and several staff members and technicians.

The self-study document provided to the reviewers was informed by a student survey, enrolment data provided by the Office of Institutional Planning and Analysis, and a program retreat involving students, faculty, and technical and office staff. Included in the discussion were recommendations from previous program review and progress made towards addressing these recommendations. In addition, the reviewers were provided with an agenda of concerns from the Dean of the Faculty.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in September 2021.



## **Strengths:**

The suite of undergraduate programs provides good opportunities for students who wish to pursue various pathways. Many students currently in the graduate program completed the Specialized Honours program at York. Other programs prepare students for further studies in the area of medicine or provide the opportunity to combine chemistry with another field.

Program flexibility at the master's level meets the needs of professional development for those working in industry and government as well as those seeking to build research expertise for advanced study and research careers in government and industry. The PhD program emphasizes development of teaching skills in addition to strong theoretical knowledge and advanced research skills. The "the vast majority of graduate students ... have had published their research as peer-reviewed articles" (self-study), including in high ranking journals.

Graduates are employed in a variety of relevant professional and academic settings or move on to undertake further study, including post-doctoral fellowships.

The MSc (thesis) and the PhD provide laboratory-based activities, are research-intensive, and ensure active supervision throughout the course of study. Learning outcomes, for the most part, are aligned with degree and program expectations and with course requirements and appropriate evaluations.

Faculty members' research interests span a wide area of Chemical Sciences, and all supervise at least one graduate student. The review committee report found "strong evidence of novel discovery" as well as evidence of a "strong research output by faculty" based on grants, publications and patent applications.

Laboratory facilities are extensive and well-equipped for a variety of research activities.

## **Opportunities for Enhancement:**

The self-studies for the graduate and undergraduate programs and the review committee report identified opportunities for enhancement that were highly aligned. The review committee report provided a fulsome discussion of all aspects of the programs and the 'life of the Department' with observations and suggestions. A summary of recommendations for all programs was organized into four categories with several recommendations in each category. The overarching structure is reproduced below along with selected recommendations:

1. Enhancing the student experience:
  - a. Encourage social activities to build a sense of community
  - b. Guide and improve TA performance
  - c. Increase student opportunities for professional development and soft skills
2. Enhancing teaching and learning:
  - a. Consider hiring two alternate stream faculty members
  - b. Increase employment of learning outcomes (program and course)
3. Enrolment/Recruitment
  - a. Actively market chemistry programs
  - b. Increase retention
4. Other initiatives:
  - a. Expand use of co-op
  - b. Bring in alumni to provide career information
  - c. Combine cyclical review with CSC accreditation and add Biochemistry to accreditation roster

The review committee report encouraged increasing the co-op opportunities for students, and elaborated on recommendations 4 (b) and (c) to suggest that the department take steps to accredit (or reaccredit) its programs with the Canadian Society for Chemistry and explore opportunities to collaborate with the Association of the Chemical Profession of Ontario in order to take advantage of professional development opportunities. Increasing the opportunities for professional development was identified in the self-study as a priority for the programs.

The self-study pointed out that students are provided office space near their supervisors; however, common space for graduate students is very limited. In addition, students expressed interest in more training on instrument use and opportunities to contribute to development of laboratory experiments.



## **Implementation Plan**

The programs provided detailed discussion of each recommendation, including those not highlighted in this Final Assessment Report, commented on activities already underway, and identified appropriate resources within the university and beyond to support initiatives. The decanal implementation plan endorsed the programs' own plans and asked that future activities be "purposely articulated and, where appropriate, include clear, measurable outcomes." In response to the review committee's observation that numerous recommendations were identified in the self-studies for enhancement (particularly in the undergraduate self-study) but left unprioritized, making it difficult to see what direction might be taken, the programs noted that the imminent development of a Faculty strategic Plan would provide a sharpened sense of priorities and directions.

The decanal plan, which combines the departmental objectives, further identified responsible agents for each recommendation, the source for resources and a timeline. In particular, the decanal plan specifies several recommendations that require resources from the Dean's Office.

For example, the plan notes that a search is underway for one Alternate Stream appointment and that a second position will be included in the complement plan. In addition to efforts undertaken to recruit graduate students, the decanal plan commits to unspecified resources and the support of the dean's office (science recruitment officer, communications manager) in a redoubled effort to attract domestic undergraduate students. The plan specifies Bethune College as a partner for retention efforts as well as establishment of a plan with Departmental objectives and measurable outcomes as a necessary next step to be rolled out for 2016-2019.

Progress on all initiatives will be included in an 18-month report. In addition to the review committee's recommendations on enhanced employment of learning outcomes, this final assessment report notes that the graduate program outcomes in relation to category 6 of the Program Expectations (Awareness of the Limits of Knowledge) have not yet been satisfactorily articulated.

Alice J. Pitt, Vice-Provost Academic  
York University

**Art History (MA) and Art History and Visual Culture (PhD)**

**School of Arts, Media, Performance and Design**

**Cyclical Program Review – 2007 - 2013**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program description**

There are two core graduate degree programs (MA and PhD) in Art History at York University. The MA in Art History was established in 1980 with an optional and concurrent Diploma in Curatorial Studies added in 2003. The MA is a 5 term, two year course of study comprising coursework and a Major Research Paper. The PhD in Art History and Visual Culture accepted its first students in 2008. The fields of study in the doctoral program are: Modern and Contemporary Art, Architectural Studies, Canadian and Aboriginal Art, Curatorial and Museological Studies.

In January 1999, the joint degree program MA (Art History)/MBA (Arts & Media Administration) was introduced. It allows students to earn both degrees after a three-year course of study. Graduates of this highly challenging program follow career paths in which knowledge of the arts, management, and business are required. This option is available for qualified students in all the graduate programs in Fine Arts.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
MA	11	22	12
PhD	3	12	

**Reviewers appointed by the Vice-Provost Academic:**

Denise Blake Oleksijczuk, Associate Professor, Art and Culture Studies, School for the Contemporary Arts, Simon Fraser University

Mark A. Cheetham, FRSC, Professor, Department of the History of Art, University of Toronto

Markus Reisenleitner, Graduate Program Director, Department of Humanities, York University

**Site Visit:** November 24, 2014

The Site visit included meetings with the Vice-Provost Academic, the Dean and Associate Dean of the School of Arts, Media, Performance and Design, the Dean of Graduate Studies, the Chair of the Department of Visual Art and Art History, faculty members, graduate students and staff, including the librarian.

**Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Dean of the School of Arts, Media, Performance and Design is responsible for implementing recommendations as per the Decanal Implementation Plan. Follow-up report due November 2017. The next Cyclical Program Review will begin in Fall 2019 and will align with the undergraduate program.

**Program Strengths:**

York’s graduate programs in Art History and Visual Culture are distinctive for their strong ties with art institutions in Toronto. In addition to adjunct professors who work at the most



prestigious institutions in Toronto, placements at galleries and museums help students create professional networks before they graduate. The curriculum is at the forefront of disciplinary questions and concerns in art history and curatorial practice. The library holdings for graduate students in the MA, MBA and PhD programs are excellent. The special collection of Canadian and international artist books is a valuable research archive for these programs. Professional Development is one of the strongest features of the MA and PhD programs and several students reported that they came to York because of the special combination and integration of practical experience and academic study. Such EE internships are well planned and matched to the students' interests and academic needs.

### **Opportunities for Program improvement (selected)**

The Goldfarb Centre is an extremely important facility for graduate students of art history at York University, but is underutilized. Increased hours for the Goldfarb and other exhibition space would enhance the program's emphasis on offering its students opportunities for hands-on learning, particularly for students taking the Curatorial Diploma. Stronger links between the graduate programs in Art History and Visual Culture and the Art Gallery of York University would benefit faculty members who seek exhibition space and students looking for hands on experience. The review committee recommends the streamlining of fields over the longer term to build on strengths in Canadian, Indigenous, Museum/Curatorial, 19th- & 20th-C modern & contemporary art, and the retention and if possible augmentation the faculty complement in these areas especially.

### **Decanal Implementation Plan (selected):**

The Chair of the Department, in conjunction with the Dean, will keep the need for a specialist in indigenous art and visual culture at the forefront of complement planning. The Graduate Program Director and Associate Dean Students will work closely with the Art Gallery (AGYU) and the Goldfarb Centre to facilitate student opportunities. The Graduate Program Director will review the supervisory capacity for doctoral students and will participate in school-wide discussions on this matter. All of these initiatives will be addressed within the 2016-2017 year.

### **Executive Summary**

York's graduate programs in Art History and Visual Culture are distinctive for their strong ties with art institutions in Toronto. In addition to adjunct professors who work at the most prestigious institutions in Toronto, students placements at galleries and museums help them to create professional networks before they graduate. Strengthening the links between the graduate programs and the Art Gallery of York University would benefit both faculty members and students. The Dean's Implementation Plan has a focus on complement planning and discussions with the York University gallery spaces at York University to facilitate student and faculty opportunities.

Alice J. Pitt, Vice-Provost Academic

**Master in Public and International Affairs/ Maîtrise, affaires publiques et internationales (MPIA) , Glendon**

**Cyclical Program Review – 2005 - 2013**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance:** April 18, 2016

**Program Description**

The MPIA is the flagship component of the Glendon School of Public and International Affairs (GSPIA). It offers a bilingual 2-year education that prepares students for leadership roles in public and international affairs. Students are encouraged to participate in the various internationalization activities, including the opportunity to complete a dual credential with the University of Strasbourg in France.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's	25	42	19

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Kathy L. Brock, Professor, School of Policy Studies, Queen's University, Kingston, Ontario  
 Dr. Pierre Pahlavi, Directeur, Centre des études, Programs in Public Administration sur la sécurité nationale, Professeur agrégé, Collège des Forces canadiennes, Défense nationale, Toronto, Ontario  
 Dr. Michaela Hynie, Associate Professor, Psychology, Faculty of Health, York University

**Site Visit:** October 22 and 23, 2015

The reviewers met with Alice Pitt, Vice-Provost Academic, Fahimul Quadir, Acting AVP/Dean Graduate, Donald Ipperciel, Principal, Glendon College, Mario Roy, Associate Principal Academic, Glendon College, Christina Clark-Kazak Associate Principal, Research and Graduate Studies, Glendon College, Roberto Perin, Graduate Program Director, Ken McRoberts, Director, School of Public and International Affairs at Glendon College, Dany Savard, Frost Librarian, faculty members in the program, the graduate program assistant and with students in the program.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Principal's Implementation Plan adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in Fall 2021.

**Strengths:**

- The high quality of the program is evident in its clear commitment to full bilingualism, the clarity of its mission, and the collective commitment to excellence.
- Students benefit greatly from practical experience through summer internship with governmental or non-governmental organizations as well as through participation in various internationalization activities.
- Student assessment methods are strong, blending higher level academic skills with solid practical skills; in particular, the Capstone Seminar that uses the Memorandum



- to Cabinet exercise as a learning and assessment tool is excellent.
- A mandatory paid internship and high placement rate for graduates of the program are significant strengths of the program.
- The MPIA courses have been mapped against the Degree Level Expectations and Program Learning Outcomes.
- The MPIA offers a dual credential program with the University of Strasbourg in France and the dual credential with Laval University was approved by the York University Senate in March 2016.

**Opportunities for Enhancement:**

- A dedicated course covering two areas of increasing importance, Ethics and Data Analytics, should be considered.
- A short “bootcamp” for students prior to the start of the program, with the objective of familiarizing student with the terminology necessary for public administration and the expected proficiency in French and English, would enhance student experience.
- Course offerings in the evenings, on weekends and online should be expanded.
- Some one-day field trips could be integrated into the program (for example, to Queen’s Park, City Hall, Aboriginal sites) to great effect.
- It is important to ensure that the position of the Public-Servant-in-Residence is filled each year and to consider opportunities to engage more practitioners in the program.
- Faculty and student space is in need of improvement.

**Principals’ Implementation Plan (Selected)**

The Principal’s Implementation Plan includes measures to address key areas for enhancement identified by the reviewers and by the program by Fall 2017. Priority items include:

- Finalization of approvals for a dual degree option with the Universite de Laval that builds upon the existing exchange option (approved the York University Senate in March 2016);
- Increased exchange opportunities and participation;
- Improved experiential options for students (practitioner in residence; field trips, clearer information for students regarding internship);
- Consideration of curricular enhancements and varied course delivery options; and
- Development of clear Degree Level Expectations that map the student learning outcomes against the curriculum at Glendon as well as Strasbourg (completed February 2016) and proposed new dual degree option with Laval (completed prior to March 2016).

The follow-up report which will be due in October 2017 will provide a report on completed items and a status update on those that are ongoing.

Alice J. Pitt, Vice-Provost Academic  
York University

**School of Administrative Studies, Faculty of Liberal Arts and Professional Studies**

**Cyclical Program Review – 2006 - 2013**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program Description**

The School of Administrative Studies offers three undergraduate programs:

- Bachelor of Administrative Studies (BAS), 90 credit and Specialized Honours
- Bachelor of Disaster and Emergency Management (BDEM), Specialized Honours
- Business Minor for non-business students

The School also offers a wide range of professional certificates that can be taken alongside a degree or as a standalone program.

Note: Undergraduate and Graduate Programs in Disaster and Emergency Management underwent a separate cyclical program review in 2014-2015; the Master in Financial Accountability will undergo its review beginning in September 2017.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BAS	1081	3091	BAS (Hons) 425, BA (90 Credit) 301
Certificates			90

**Reviewers appointed by the Vice-Provost Academic:**

- Noreen R. Sharpe, Senior Associate Dean, Director of Undergraduate Programs, McDonough School of Business, Georgetown University, Washington, DC
- Brenda Spotton-Visano, University Professor, Department of Economics, York University

**Site Visit:** April 7, 2015

The reviewers met with Alice Pitt, Vice-Provost Academic, the Vice-Dean of the Faculty of Liberal Arts and Professional Studies, the Director of the School of Administrative Studies, the Undergraduate Program Director of the Administrative Studies and with the university librarian. There were also meetings with Faculty members, students and administrative staff in the School.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Dean’s Implementation Plan, developed with input from the faculty of the School of Administrative Studies, responds adequately to the review recommendations. Progress on the recommendations will be included in the Follow-up Report which is due 12 months from now, on April 30, 2017.

The next Cyclical Program Review will begin in September 2022 and will incorporate a review of the undergraduate and graduate Emergency Management programs and the Master of Financial Accountability that are offered under the auspices of the School.



**Strengths:**

- The School of Administrative Studies is committed to meeting the diverse needs of traditional, mature, part-time, evening and online students seeking management education with flexibility.
- Program learning objectives have been elaborated and courses and assessment methods have been mapped against these objectives.
- Students are able to focus their studies in a variety of business related areas including Accounting; Audit, Management, Information Systems & Income Tax Law; Finance; Management; Management Science and Marketing.
- Faculty and students work with the Institute of Chartered Accountants of Ontario to hold Income Tax Clinics during March for low-income taxpayers residing in the community surrounding York, including many new immigrants to Canada.

**Opportunities for Enhancement:**

- Pan university working group to discuss business education and the role of relevant Faculties, programs and campuses offering or wishing to offer business-related programs would ensure the School's distinctiveness and enhance marketing efforts.
- Reduction of the number of credits required for a major in Administrative Studies would clarify the curriculum and improve student experience.
- Consideration should be given to changing the name of the degree to Bachelor of Commerce in order to clarify the offerings for students as well as employers.
- Tracking of alumni and graduate placements should be improved.
- Exploration of ways to ensure that faculty complement is suitable for enrolments in the program would enhance the quality of the program and student experience.

**Dean's Implementation Plan (Selected)**

The Dean's Implementation Plan was developed in consultation with faculty members of the School of Administrative Studies and focusses on the recommendations in the reviewer's report that were feasible, provides a tentative schedule and identifies roles and responsibilities for leading and supporting change initiatives outlined in a comprehensive spreadsheet. Priority will be given to the following recommendations:

- The Plan supports establishment of a pan university working group on business education.
- The Dean supports a change the name of the degree from Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom). A proposal for this change has been drafted as of March 2016.
- The Dean will facilitate discussion regarding lightening the credit weighting of the major in Administrative Studies.
- The Dean will facilitate discussions regarding teaching assignments in appropriate graduate programs and to streamline hiring processes for contractual teaching assignments.
- The Dean's Office will facilitate and direct resources to the improvement of advising and to the enhancement of math support for SAS students.
- Work on the faculty-wide initiative to track alumni (in cooperation with the Office of Advancement) will continue as a pan-Faculty priority.

Alice J. Pitt

Vice-Provost Academic

York University

**Translation Studies/Traduction, BA and IBA**

**Translation Studies/Traduction, MA**

**Glendon**

**Cyclical Program Review**

**Cyclical Program Review – 2004 – 2014 (graduate program); 2008-2014 (undergraduate program)**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program description:**

Glendon College is the bilingual faculty of York University and the only institution in Southern Ontario offering bilingual university programs.

The following undergraduate options are available in the School of Translation:

- Honours BA in Translation (two streams, one English to French, one French to English) – 120 credits (launched in 1979);
- Accelerated Honours BA in Translation for holders of a previous degree (two streams) – 60 credits (launched in 2006). A new Accelerated BA in Spanish-English translation was approved in 2013-2014 for implementation in 2014-2015;
- Honours iBA in Translation (bilingual or trilingual) – 120 credits (launched in 2010-2011).
- Certificate in Technical and Professional Communication – 18 credits (launched in 1987-1988);
- Qualifying Program for admission to the MA in Translation Studies) – 18 credits (launched in 1987-1988). This pre-graduate program is designed for applicants who do not hold an undergraduate degree in Translation. Three options are available: Option 1 English-French; Option 2: English-Spanish; Option 3: English and a language other than French or Spanish.

The MA in Translation Studies was established in 1991. It is a two-year program aimed at enhancing students' knowledge of the role of translation in society, allowing them to undertake research in translation-related areas, and expanding their experience and expertise as translators in specialized fields.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BA/iBA	18	74	BA Hon: 16; Certificate: 5
MA	13	16	BA Hon: 14; BA 7

**Reviewers appointed by the Vice-Provost Academic:**

Yves Gambier, professeur émérite, Turun Yliopisto/Université de Turku, Département de langues et de traduction, Turku (Finlande)

Matthieu LeBlanc, professeur agrégé et directeur, Département de traduction et des langues, Université de Moncton, Moncton

Alejandro Zamora, professeur agrégé, Department of Spanish (Hispanic Studies), Glendon College, York University, Toronto





**Site Visit:** September 28, 2015

The reviewers met with Alice Pitt, Vice-Provost, Academic, Fahim Qadir, Associate Dean Graduate Studies, Donald Ipperciel, Principal of Glendon College, Lyse Hébert, director, School of Translation, María Constanza Guzmán, graduate program director (MATS), Candace Séguinot, coordinator, Certificate in Technical and Professional Communication, Dany Savard, librarian, faculty members teaching in the undergraduate and graduate programs, students in both undergraduate and graduate programs and administrative staff.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Principal's Implementation plan adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will commence in the Fall of 2022.

### **Program Strengths**

- Dynamic academic leadership within the School ensures strong collegial governance and an excellent student experience.
- Programs are responsive to societal and student needs (the accelerated program for students with a degree in a different subject area is an example).
- The Certificate in Technical and Professional Communication offers important skills for graduates of a variety of programs and reflects Glendon's distinctive mandate.
- Students are attracted by the bilingual environment of the Glendon campus, and these programs are central to nurturing this environment.
- Online and blended courses are increasing, an option embraced by faculty and students alike
- The program's consideration of adding courses or other opportunities for students to learn about computer assisted translation (CAT) is evidence of the programs' commitment to cutting edge offerings.
- Undergraduate level courses offered in the School of Translation have been mapped against the program level learning outcomes. Assessment criteria are explicit and clear but can also take into consideration individual needs and strengths.
- Graduate level courses have been mapped against the graduate program learning expectations.

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

Undergraduate Program:

- The opportunities and challenges of having students interested in research as well as those attracted by the professional nature of the program should be more fully considered.
- Online and blended course offerings as well experiential education opportunities should continue to be increased. More attention should be given to providing support for the development of French language skills of students, both Anglophone and allophone; better coordination with the French Department's language courses should be explored.
- Placements of both undergraduate and graduate students should be tracked.
- Direct entry to the Translation Studies program (instead of delayed entry) should be implemented.
- The proposed BA in Communications should be aligned with School, College and University priorities.

Graduate Program:

- Linkages between the BA and the MA should be improved as a way to increase student pathways to the graduate program.
- The time to completion rates for the graduate program need to be improved.

- The existing list of courses should be reviewed and pared back to include only those that can be offered every year. Assessment methods in graduate courses should be expanded.
- Ways to increase collaboration between faculty members and to improve research output of faculty should be explored.

### **Decanal (Principal's) Implementation Plan (selected)**

The Principal's Implementation Plan provided a fulsome response to the recommendations and identified the office or unit in the University best positioned to advance.

The School of Translation has primary responsibility for the largest share of the recommendations; most have already been given consideration. For example, the proposal for a new Communications major within the School of Translation is in the development and consultation stage. Curriculum, assessment, technology, and course delivery recommendations are being considered and enhancements refined. Much of this will be ongoing work. The proposal for a direct entry option to the undergraduate program goes before the York University Senate in the Winter term. The Principal is responsible advancing plans for faculty complement renewal with the Provost and is aware of the need to replace retiring faculty.

Alice J Pitt  
Vice-Provost Academic



**Disaster and Emergency Management, BDEM, MDEM**

**School of Administrative Studies, Faculty of Liberal Arts and Professional Studies**

**Cyclical Program Review – 2007 - 2014**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program Description**

The Undergraduate Certificate was established in 2005. The Master of Disaster and Emergency Management was launched in 2007 and in 2010 Bachelor of Disaster and Emergency Management (BDEM) degree, with various options, was established and is broadly conceptualized into three areas of study: 1) disaster and emergency management, 2) management, and 3) interdisciplinary studies.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BDEM	22	69	Hons 7; 90-credit 9; Certificate 11
MDEM	27	27	29

**Reviewers appointed by the Vice-Provost Academic:**

Jane Kushma, Ph.D., Professor, Department of Emergency Management, Jacksonville State University, Alabama

Joanne Nigg, Ph.D., Professor Emerita, Sociology and Graduate Program in Disaster Science and Management, University of Delaware,

Gabriella Colussi Arthur, Ph.D., Italian Studies, Department of Languages, Literatures and Linguistics, York University

**Site Visit:** October 26 and 27, 2015

The Reviewers met with Vice-Provost Academic, Alice Pitt, Dean/AVP Graduate, Barbara Crow, Vice-Dean, Kim Michasiw, School of Administrative Studies Director, Peggy Ng, Graduate Program Director, Niru Nirupama, Undergraduate Program Director, Marcela Porporato, and the Coordinator for BDEM, Ali Asgary. In addition they met with the incoming Graduate Program Director, David Etkin. The reviewers had an opportunity to meet with the faculty members and part-time faculty members, university librarians, students from the certificate and undergraduate programs as well as graduate students. Visits to administrative offices, program offices, a computer lab, and classrooms were included in the itinerary for the two days.

**Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in the Fall of 2022 and be aligned with the other management programs offered by the School of Administrative Studies.



**Strengths:**

- The academic programs emphasize interdisciplinarity, experiential learning, innovation, and applied research to meet the critical needs of the rapidly evolving profession of DEM.
- The programs also play a very important service role by promoting disaster risk reduction and the application of evidence-based policies and practices in the process.
- The external review report noted that *“Top-notch support and resources are available from the York University Libraries.”*
- The undergraduate program delivery is augmented by part-time faculty members who are highly regarded and experienced practitioners, which not only lends credibility to the program in terms of its relevance but also helps students to better identify with the profession.
- A unique feature of the graduate program is the requirement for students to participate in an “overnight, annual, mandatory, and hands-on emergency exercise,” permitting faculty to assess emergency management competencies and the acquisition of skills, and provide informal feedback to students.
- Faculty members have included students in a wide variety of research and professional activities and can boast of numerous publications co-authored with students.

**Opportunities for Enhancement:**

- The existing curriculum should be examined with respect to student engagement (e.g., more summer offerings, first year course for undergraduates), curricular gaps and/or duplication, and pedagogical approaches. In the undergraduate program the flexibility and student choice to customize individual degree plans is laudable, but requires careful academic advising.
- The enrolment and registration process for students is hampered by the fact that BDEM courses are not listed separately but fall under the heading of ADMS. A separate rubric for DEM courses would help this situation.
- Given the overlap of courses in the three areas of study in the undergraduate program, the framework and design of the program should be revisited and core requirements reassessed with attention to greater specification of learning outcomes and assessment strategies.
- In the graduate program there is potential for overlap in the core courses. A review of the conceptual framework for the design of the program will determine whether core requirements are adequate to assure consistent achievement of learning outcomes, or whether additional core courses might be indicated. In addition processes associated with MRP supervision and review/acceptance should be revamped.
- A review of the governance and administrative support of the program should be undertaken to ensure pursue important strategic partnerships and collaborations on a university-wide basis and beyond.
- Ways to create a greater sense of community and more active engagement within the program, as well as with the broader university community, should be explored.

**Dean’s Implementation Plan (selected):**

- A comprehensive curriculum review of the undergraduate, including core courses, will be undertaken by the Department, with a focus on articulating clear domains of practice, essential disciplinary knowledge bases, and core knowledge requirements.
- The Department will establish clear documentation of how students will be introduced to the learning outcomes for the program, how these outcomes will be assessed and a clear articulation of how degree level expectations and student-learning outcomes have been articulated in the new curriculum.
- The Department should ensure there is more practice based material in particular subject areas (such as an emergency preparedness course) and strengthening connection to the practitioner and stakeholder community.
- Measures to eliminate student challenges with enrolment and registration are already underway,

including the establishment of a rubric for DEM and careful consideration of access to courses aligned with the program.

Action	First Responsibility	Final Responsibility	Timeline
Course Rubric Change	Department	Department	September 2016
CAS Filtering	Department	Department	September 2016
Math Requirement	Department	Department	September 2016
Curriculum Review and Revival	Department working with the Teaching Commons	Department with Review by the Dean's office	Significant Progress by the 18-month review
Development of "practice-based" material/stronger connection to the stakeholder community	Department working with Stakeholders	Department in consultation with the Dean's office	September 2017

- At the graduate level, the curriculum will be reviewed and consideration given to core and capstone courses, as well as intentional service learning and practical experience.
- The Dean's Office, along with the Program, will consider the administrative structure of the Disaster and Emergency Management programs, with careful consideration of both the resource implications and the profile of the program in the York University context.

Action	First Responsibility	Final Responsibility	Timeline
Develop a core course and capstone course	Graduate Program	Department in consultation with the Dean's office re: resources	September 2017
Develop more "practice" based graduate curriculum	Graduate Program	Department in consultation with the Dean's office re: resources	September 2017
Doctoral Degree	Graduate Program	Dean's office review of proposal	September 2018 (if at all)

Alice J. Pitt  
 Vice-Provost Academic  
 York University

**LLM (Research) and PhD, Law, Osgoode Hall Law School**

**Cyclical Program Review – 2006 - 2014**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program description:**

Osgoode Hall Law School offers an LLM (Research) and PhD program, as well as a professional stream of the LLM. The report is focused on the graduate research programs; the professional programs underwent a review in 2013.

The LLM offers two streams, a research-intensive stream which requires a thesis and a course-based stream which culminates in a Major Research Paper (MRP).

Program	New Registrations (heads) 2014	Enrolment FTES 2014	Degrees Awarded 2014
LLM	7 (17 in 2013)	19	14
PhD	18	33	8

**Reviewers appointed by Vice Provost Academic:**

Jean-François Gaudreault-Desbiens, Professor and Associate Dean Research, Faculty of Law, Université de Montréal

Nathalie Des Rosiers, Dean and Full Professor, Faculty of Law, University of Ottawa

Miriam Smith, Professor, Department of Social Science, York University

**Site Visit:** March 30, 2015

The reviewers spent one day at York University where they met with key administrative personnel, including Alice Pitt, Vice-Provost Academic, Barbara Crow, the Dean of Graduate Studies, Lorne Sossin, the Dean of Osgoode Hall Law School and the Graduate Program Director. In addition to meeting with the Librarian and Director of Graduate Studies Operations, there were two opportunities to meet with students.

**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 31, 2017.

The next Cyclical Program Review will be in Fall 2021 and will coincide with the Cyclical Program Review for the JD and the LLM Professional program.

**Program Strengths:**

- Critical interdisciplinary research is a Osgoode Hall Law School’s strong reputation and the ability of graduates from the doctoral program to attain academic positions is due, in part, to focused training and support at the law



school.

- Students benefit from regularly organized scientific events on campus and funding to attend conferences.
- Students commend the strength and diversity of the faculty. The Graduate Seminar in Legal Research and the Study Groups are particularly appreciated by students.
- Osgoode Hall Law School's new building provides adequate space for its graduate students and the Library is considered a place of pride for the Osgoode community.

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

- Osgoode's strong international reputation is at risk due to the inability to fund international students.
- In addition, there needs to be clarity about the role of the doctoral program and its relationship to the professional practice of law for international students who attend. These graduate programs are not a route to the Bar. Clarity about the differences between the LLM Research and LLM Professional need to be made clear in communications about the program, particularly for international students.
- Interdisciplinary studies are a strength; however, academic positions require teaching of introductory courses in positive law; clarity about employment paths for students in graduate programs should be enhanced.
- Supervision of doctoral students could be enhanced, both from the student perspective of adequate feedback at significant junctures in the program and from the perspective of faculty who sometimes take on additional supervision to compensate for others less involved in supervisory activities.
- Requirements for doctoral students need to be clearer in terms of requirements leading up to the dissertation and consideration of alternatives to the dissertation could be explored, such as a collection of articles with an introduction.
- Funding structures that support the highly diverse student body in law and those that have a "sinuous" path to completion of their studies should be explored.
- For students who will not pursue academic careers (60%), more career development support should be provided. An opportunity to be explored is enhanced linkages with the Osgoode Research Centres.
- Students note that student services at Osgoode tend to be JD-centric and there needs to be further clarity about services provided by the Office of Graduate Studies and service providers at Osgoode.

**Decanal Implementation Plan (selected)**

The Dean's Implementation Plan comments on each of the recommendations in the Reviewers report. Recommendations that focus on career development of graduate students will be acted on through better support in the Career Centre and through regular workshops that begin in Fall 2015. Also in 2015 exploration of how to better integrate graduate students into activities of the research centres will begin. Information for prospective students will better clarify the role of graduate education.

Funding, in particular for international students, has been identified as a challenge, and Osgoode will take this up in university-wide discussions about graduate student funding at York University.

The Graduate Program in Law will consider how best to enhance the student experience around dissertation proposals, dissertations, a portfolio option and other recommendations related to degree completion in a timely manner, including supervision.

## Summary

Osgoode Hall Law School has a strong reputation both nationally and internationally as a result of graduate students who go on to academic careers and those who work in public policy and other pursuits. Graduate students benefit from a strong and diverse faculty and student engagement is enhanced by a new building with a Library that is considered to be a “place of pride”. The innovative interdisciplinary nature of the graduate programs is a strength and needs to be clearly articulated to prospective students who may be expecting to move to a professional practice of law. Graduate student funding options are being explored that will support all students as they move through their programs, including international students. Enhanced linkages with Osgoode’s many research centres, as well as focused career development support, will ensure students not pursuing academic careers have the skills to pursue professional lives in public policy, public affairs and other diverse areas.

Alice J Pitt, Vice-Provost Academic  
York University







**ONTARIO UNIVERSITIES**  
COUNCIL on QUALITY ASSURANCE

**SUMMARY OF THE PRINCIPAL  
FINDINGS OF THE QUALITY  
ASSURANCE AUDIT OF  
YORK UNIVERSITY**

MAY 2016

# Summary of the Principal Findings of the Quality Assurance Audit of York University

May 2016

York University was audited in the fourth year of the first eight-year cycle of quality assurance audits under the Quality Assurance Framework (QAF) for Ontario universities. The objective of the audit is to determine whether an institution has complied with the provisions of its own Institutional Quality Assurance Policy (IQAP), as ratified by the Ontario Universities Council on Quality Assurance (the Quality Council). In addition, the audit provides the opportunity to identify any inconsistencies between an institution's IQAP and the QAF, and, as appropriate, note best practices and share suggestions about other best practices.

The audit involved an examination of four cyclical program reviews (CPRs), two new program approvals, one expedited approval and two major modifications conducted under the provisions of York's YUQAP. In the desk audit phase, the auditors reviewed primarily the June 2013 YUQAP (since that version applied to the programs reviewed) and also took into consideration the March 2011, November 2011 YUQAP versions and all the documentation relevant to the CPRs sent by York University. During their site visit (November 18-20, 2015), the auditors met with administrators, faculty, staff, and students involved in the quality assurance processes at York University. The auditors wish to express their sincere thanks to all those with whom they met for being generous with their time and for their thoughtful and frank discussions.

In particular, the audit focused on the following:

- Four cyclical program reviews:
  - Earth and Space Science, MSc, PhD and Earth and Atmospheric Science, BSc
  - History BA, MA, PhD
  - International Studies, iBA (Glendon)
  - Law, JD, LLM
- Two new program approvals:
  - Accounting MAcc;
  - Global Health, BA, BSc
- One expedited new program approval:
  - World Literatures, GDip (Type 2)

- Two major modifications:
  - Communications and Culture, MA, PhD (Joint York-Ryerson)
  - Professional Writing, BA

The auditors noted a generally positive approach to quality assurance among the members of York University and found a commitment to further developing a culture of quality assurance at the Keele and Glendon campuses. While there has been some turnover in those leading the process, there is significant engagement with the quality assurance processes and ongoing improvement of the YUQAP and its associated practices. Extensive effort has been made in the development of learning outcomes for programs and ongoing work has been dedicated to making these important in the assessment of the academic quality of each program.

While examining a number of programs in great detail, the audit report also makes general observations about areas for improvement. The collection and tracking of documentation is an area of challenge, and York should review the ways in which documents are submitted, tracked, and archived throughout the quality assurance processes. The external review process and its accompanying report also require further consideration. Aspects of the review process need more full or consistent documentation, and some reports are not addressing the complete range of evaluation criteria required by the YUQAP. Finally, while recognizing the commitment to quality assurance at York, the auditors encourage the University to continue efforts to more directly engage members of the community with the goals and practices of quality assurance.

The audit report contains 11 Recommendations and 12 Suggestions. The Recommendations are intended to assist the university in achieving its quality assurance goals and must be acted upon. They identify several areas for improvement where quality assurance practices are not fully in compliance with processes outlined in the YUQAP: The recommendations cover a wide range of areas. Some recommendations are overarching and concern the completeness and accuracy of documentation in general (1) and for self-studies in particular (3 and 4). Additional recommendations are designed to ensure the completeness of the Cyclical Program Review schedule (11), the regularity of CPRs (2), and the posting of appropriate documentation (10). Other recommendations address the use of review teams and are designed to enhance the process of working with external reviewers (5, 8, and 9), internal reviewers (7) and the reports they produce (6). The Suggestions are matters York University is encouraged to consider as it continues to review and improve its current quality assurance practices.

## RECOMMENDATIONS

York University must:

**RECOMMENDATION 1:** Retain complete and accurate documentation for each stage of all quality assurance processes.

**RECOMMENDATION 2:** Ensure that every program is reviewed at least once every eight years.

**RECOMMENDATION 3:** Provide comprehensive information in the self-study or new program proposal to ensure that all of the evaluation criteria are addressed.

**RECOMMENDATION 4:** Ensure that identified authorities who approve the self-study check that the content of the document includes all the relevant information required by the YUQAP.

**RECOMMENDATION 5:** Document how external reviewers are chosen to participate in quality assurance processes.

**RECOMMENDATION 6:** Enhance the methods of briefing the external reviewers on the requirement to address all the evaluation criteria set out in the YUQAP.

**RECOMMENDATION 7:** Amend the YUQAP to establish a clear process for the selection of the internal reviewer in the CPR processes.

**RECOMMENDATION 8:** Ensure that responsibility for contacting, selecting and vetting potential external reviewers is formally assigned to the Office of the Vice Provost Academic in conformity with the YUQAP.

**RECOMMENDATION 9:** Ensure that the “senior academic lead” from the academic unit arranges and manages the site visit of the reviewers (as set out in 7.8.4) or revise the YUQAP to indicate that the Office of the Vice Provost Academic oversees these aspects of the CPR process.

**RECOMMENDATION 10:** Ensure that the final approved documents posted on the Vice-President Academic and Provost’s Website on Quality Assurance conform to the description set out in “Reporting requirements and Access” (YUQAP 7.9.4).

**RECOMMENDATION 11:** Include on the Periodic Review Schedule all programs offered.

## SUGGESTIONS

York University should:

**SUGGESTION 1:** Consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.

**SUGGESTION 2:** Consider implementing a process for dealing with the Review Committees' reports that do not meet the requirements of the YUQAP.

**SUGGESTION 3:** Enhance the communication with programs, concerning the Final Assessment Report and Executive Summary.

**SUGGESTION 4:** Establish practices for consistently involving students in the CPR, from the creation of the self-study to the 18-month Follow-Up Report.

**SUGGESTION 5:** Consider removing the current letter templates for "External Nominations for Cyclical Reviews."

**SUGGESTION 6:** Investigate how long it is taking to complete the cyclical reviews of its undergraduate and graduate programs, identify reasons for delays, and implement measures to reduce delays.

**SUGGESTION 7:** Consider amending the YUQAP to define the role of the internal reviewer.

**SUGGESTION 8:** Consider adding a brief note in the self-study template to indicate that the "Method and Preparation" section (1.3) should include reference to how stakeholders (faculty, staff, students, employers, alumni, etc.) took part in the development of the self-study and the overall cyclical review process.

**SUGGESTION 9:** Consider indicating on the Periodic Review Schedule where there are partner institutions and multiple sites.

**SUGGESTION 10:** Consider revising the YUQAP to clarify the steps involved in developing a proposal for a program that is subject to expedited approval.

**SUGGESTION 11:** Consider revising the YUQAP to reflect the current practice of University committees (APPRC, FGS, or FC) that are, or should be, involved in the approval pathways of cyclical program reviews, new programs, or expedited program approvals.

**SUGGESTION 12:** Add a statement in the YUQAP about the delegation of decision making on the distinctions between major and minor modifications to the Faculties by the Vice Provost Academic.

## Office of the Vice-Provost Academic

### Memorandum

To: Joint Sub-committee on Quality Assurance

From: Alice Pitt, Vice-Provost Academic

Date: 2 June 2016

Subject: Quality Assurance Retreat, YUQAP Enhancement and Work Plan

---

The retreat was held under the auspices of the Vice-Provost Academic and the Joint Sub-committee on Quality Assurance on May 18. Both the morning and the afternoon sessions were very well-attended.

**Participants in the morning:** Staff from OIPA, ISR, FGS and Thomas Loebel (member of the QC appraisal committee 2014-2016). Focus was on nuts and bolts of YUQAP procedures.

**Afternoon Session:** Provided academic colleagues (Associate Deans, Academic Leads of CPR's and Internal Reviewers from the past 2 years) with the opportunity to discuss their experiences and convey suggestions for improvement of the Cyclical Program Review process.

Participants in both sessions were highly engaged and positive throughout the day. Many themes of the morning were revisited / re-enforced in the afternoon, providing a strong sense of congruence.

Commitment to Quality Assurance was evident, with a desire among stakeholders to see QA serve our community's interest in the enhancement of program quality. A significant refrain was the need to ensure that discussions about quality become a normal part of annual review at the program level to be informed by evidence and related to university priorities. The availability of relevant and trustworthy data and student perspectives year-over-year are seen as key cornerstones of ongoing review and evaluation to strengthen the formal cyclical review. Participants seek alumni input, strengthened capacity to analyze and interpret data, and clarification about the roles and responsibilities of external and internal reviewers as well as clearer guidance for self-studies and review input by way of the templates and quality indicators.

## Office of the Vice-Provost Academic

The final QC Report of the Audit Review Team has now been submitted. The selection of external reviewers and role of internal reviewers have been flagged for our response. In addition, the Office of the Vice Provost Academic and the University Secretariat will work over the summer on a number of “quick wins” with a view to piloting changes with the group slated to begin a CPR in Fall 2016. These changes include a revised student survey, an alumni survey, a review of data requested in the templates in relation to the data now and potentially provided to programs, and streamlined CPR templates with more sharply-drawn attention to UAP priorities.

Working from templates and processes back to YUQAP guidelines provides an opportunity to submit a revised YUQAP for QC ratification with confidence, perhaps by January 2017.

Comments and suggestions are welcome. Are there other priorities that need immediate attention?



## The Senate of York University – Minutes

**Meeting:** Thursday, May 26, 2016, 3:00 pm Senate Chamber, N940 Ross, Keele

G. Comninel (Chair)	R. Karambayya	L. Sanders
L. Beagrie (Vice-Chair)	A. Khandwala	V. Saridakis
M. Armstrong (Secretary)	D. Leyton-Brown	L. Sergio
C. Altilia	S. Ling	M. Shoukri
C. Ardern	J. Lynch	J. Simeon
M. Biehl	M. McCall	D. Skinner
K. Birch	A. Medovarski	L. Sloniowski
K. Bird	M. Milo	A. Solis
B. Crow	J. Morrison	D. Steinfeld
P. Delaney	A. Mukherjee-Reed	N. Sturgeon
M. Derayah	D. Murray	C. Till
I. Ferrara	D. Mutimer	G. Turlakis
J. Goldberg	D. Ndlovu	P. Tsisis
D. Golemi-Kotra	J. O'Hagan	S. Tufts
A. Golijanin	L. Packer	F. van Breugel
D. Hastie	S. Pagiatakis	G. Vanstone
C. Heron	S. Paradis	P. Walsh
B. Heron	A. Perry	S. Wang
R. Hornsey	B. Pilkington	S. Wood
D. Ipperciel	A. Pitt	L. Wright
R. Irving	G. Rakhaminov	J. Yeomans
V. Jain	I. Roberge	
M. Karakul	M. Roy	

### 1. Chair's Remarks

The Chair of Senate, Professor George Comninel, encouraged Senators to participate in convocation ceremonies and celebrate the University's graduates in the company of their family and friends.

### 2. Business Arising from the Minutes

There was no business arising from the minutes.

### 3. Inquiries and Communications

#### a. Academic Colleague to the Council of Ontario Universities re: COU Issues Update

Senators joined the Chair in expressing appreciation to Professor George Turlakis as he delivered his final report as Academic Colleague on developments at the provincial level. He drew special attention to the status of the postsecondary funding review in progress since 2015, the development of a new tuition fee framework (to be finalized for 2017) and the creation of the new Ontario Student Grant which will absorb and

## The Senate of York University – Minutes

transform existing aid programs including the Ontario Student Assistance Program (OSAP).

### 4. President's Items

Dr Shoukri recounted highlights from successful trips to London (where he spoke on the topic of science diplomacy at a major conference), Israel and the West Bank (accompanying Premier Kathleen Wynne's delegation to promote partnerships), and Costa Rica, where he helped inaugurate the Lillian Meighen Wright Centre and EcoCampus. Among other topics discussed by the President were the following:

- the University's application for funding under Ottawa's Postsecondary Strategic Infrastructure Fund initiatives
- opportunities for the community to contribute ideas as York celebrates Canada's 150<sup>th</sup> anniversary in 2017
- the University's part in hosting the 2017 World Indigenous People's Games awarded to the city of Toronto
- a generous gift from the Mirkopoulos family of CineSpace Film Studios to the University and the School of the Arts, Media, Performance and Design for the creation of the Motion Media Studio
- the 50<sup>th</sup> anniversary of the Schulich School of Business
- the University's due diligence regarding a major benefactor who has been the subject of recent media coverage

## Committee Reports

### 5. Executive Committee

#### a. Nominations

The Vice-Chair presented a slate of candidates for election to Senate committees and other positions, and it was moved, seconded and *carried* "**that nominations be closed.**" With this action some individuals were acclaimed and others were authorized for inclusion on a ballot to be conducted beginning May 31.

#### b. Information Items

Senate Executive advised that it continued to seek expressions of interest in membership on Senate committees with vacancies, and that it had asked for a briefing on the status of Institutional Integrated Resource Plan working groups and how their recommendations will impact on Senate.

## The Senate of York University – Minutes

### 6. Awards

- a. Recipients of Prestigious Awards for Faculty Members

Senators joined the Awards Committee in congratulating the following individuals chosen to receive prestigious awards:

Distinguished Research Professor: Laurence Packer, Biology, Science  
University Professors: Paul Delaney, Science and Eileen Fischer, Schulich

- b. Response to Inquiries re: Funding for Students in Part-Time Programs

In response to inquiries at the April 28 meeting of Senate, the Awards Committee provided a list of scholarships and bursaries available to part-time students (some exclusively so) and commented on factors that impact on the funding for part-time students.

### 7. Academic Standards, Curriculum and Pedagogy

- a. Establishment of the Degree of Bachelor of Commerce (Statutory Motion)

It was moved, seconded and *carried* “**that Senate approve the establishment of the degree of Bachelor of Commerce at York University effective Fall-Winter 2017-2018.**”

- b. Change in name of the Bachelor of Administrative Studies Degree Program, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* “**that Senate approve the renaming of the Bachelor of Administrative Studies degree program housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, to the Bachelor of Commerce degree program, effective Fall-Winter 2017-2018.**”

- c. Closure of the Bachelor of Administrative Studies Degree Designation, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* “**that Senate approve the closure of the Bachelor of Administrative Studies degree designation at York University, effective Fall-Winter 2017-2018.**”

- d. Establishment of a Bilingual BA Program in Communications, School of Translation, Glendon

It was moved, seconded and *carried* “**that Senate approve the establishment of a Bilingual BA program in Communications housed in the School of Translation at Glendon effective Fall-Winter 2017-2018.**”

- e. Establishment of an iBA – BBA Dual Credential Degree Program, York University - EM Lyon, International Studies, Glendon

## The Senate of York University – Minutes

It was moved, seconded and *carried* “that Senate approve the establishment of an **International Bachelor of Arts (iBA) – Bachelor of Business Administration (BBA) dual credential program offered jointly by York University and EM Lyon Business School, and housed at York in the Department of International Studies, Glendon College, effective Fall-Winter 2017-2018.**”

### f. Closure of the York – Ryerson Universities Co-Registration Option

It was moved, second and *carried* “that Senate approve the closure of the **York University – Ryerson University Co-registration Pilot, effective Fall-Winter 2016-2017.**”

### g. Information Items

ASCP reported that it had approved minor modifications for the following:

#### *Education*

- minor changes to the requirements for the International Education Specialization within the BEd degree program

#### *Graduate Studies*

- minor changes to the requirements for the Graduate Program in Social Anthropology

#### *Lassonde*

- a nomenclature change within the requirements for the BEng program in Software Engineering
- a correction to the supporting documentation for a previously announced change to the General Education regulation for BA programs in the Lassonde School of Engineering

#### *Science*

- establishment of “ISCI” as a rubric for the integrated first-year program

ASCP also reported that the Ministry of Training, Colleges and Universities had approved for funding the Master of Real Estate and Infrastructure (anchored in the Schulich School of Business), the Master of Leadership and Community Engagement (anchored in the Faculty of Education) and the PhD in Nursing programs (anchored in the School of Nursing). The Committee continues to coordinate with the Registrar’s Office and Faculties on the implementation of “academic forgiveness” policies approved by Senate in February.

## The Senate of York University – Minutes

### 8. Academic Policy, Planning and Research

- a. Change of Name: Graduate Program in Computer Science and Engineering to Graduate Program Electrical Engineering and Computer Science

It was moved, seconded and *carried* “**that Senate change the of name of the Graduate Program in Computer Science and Engineering to the Graduate Program in Electrical Engineering and Computer Science.**”

- b. Information Items

APPRC advised that Professor Logan Donaldson has agreed to serve as the Committee’s member on the Open Access & Open Data Steering Committee created by Vice-President Research Robert Haché and University Librarian Joy Kirchner. In her most recent update to APPRC about planning for the Markham Centre campus, Provost Lenton had advised that the timelines will likely have to be adjusted such that the opening will be in 2020 rather than 2018.

### 9. Other Business

- a. Adjournment

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

## Consent Agenda Items

### 10. Minutes of the Meeting of April 28, 2016

The meetings of the meeting of April 28, 2016 were *approved by consent*.

### 11. ASCP Consent Items

Senate *approved by consent* ASCP recommendations to

- change the requirements for the Type 2 and Type 3 diplomas in Early Childhood Education; Language and Literacy Learning; Postsecondary Education: Community, Culture and Policy; and Education in Urban Environments as set out in Appendix D for the Committee’s report, effective Fall-Winter 2016-2017
- change the requirements for the Bilingual BA and BSc Programs in Psychology, Department of Psychology, Glendon
- change the requirements for the PhD Program in Philosophy, Graduate Program in Philosophy, Faculty of Graduate Studies
- change the requirements for the PhD program in Philosophy such that the time to complete the logic requirement is extended from one year to two, and the deadline for completion is extended until the end for the second year in the program, effective Fall-Winter 2016-2017

## The Senate of York University – Minutes

- change the requirements of the PhD Program in Francophone Studies, Études Françaises Program, Faculty of Graduate Studies
- changes the requirements of the PhD Program in Social and Political Thought, Graduate Program in Social & Political Thought, Faculty of Graduate Studies

G. Comninel, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_