



York University Senate

Notice of Meeting

Thursday, March 23, 2017, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

	Page
1. Chair's Remarks (L. Beagrie)	
2. Business Arising from the Minutes	
3. Inquiries and Communications	
4. President's Items (M. Shoukri)	
a. Kudos Report.....	1
Committee Reports	
5. Executive Committee (F. van Breugel)	7
a. Senate Membership for 2017-2018 to 2018-2019 (Notice of Statutory Motion, Appendix A).....	10
6. Academic Standards, Curriculum and Pedagogy (L. Farley)	11
a. Establishment of an Honours Minor in the School of the Arts, Media, Performance and Design (Appendix A)	16
b. Restructuring of the Mathematics for Commerce Program, Mathematics and Statistics, Faculty of Science (Appendix B)	28
c. Establishment of the Professional Certificate in Actuarial Science, Mathematics & Statistics, Faculty of Science (Appendix C)	40
d. Addition of a Stream in Media Arts within the BFA program in Film, School of the Arts, Media, Performance and Design (Appendix D)	53
e. Establishment of an new Degree Options for the BSc program in BioChemistry, Faculty of Science (Appendix E).....	68
7. Awards (R. Kenedy).....	76
8. Academic Policy, Planning and Research (L. Jacobs)	78
a. Markham Campus Update (Provost Lenton)	81
b. Spotlight on UAP Priority Area 5: Enhanced Campus Experience	

York University Senate

9. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (L. Jacobs / L. Farley)	103
a. Report of the Joint Sub-Committee on Quality Assurance (Appendix A).....	104
10. Other Business	

M. Armstrong, Secretary

Consent Agenda

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

11. Minutes of the Meeting of February 16, 2017 (for approval)	164
12. Senate Nominees on the Board of Governors re: Board Meeting of February 28, 2017 (B. Lightman / L. Sergio, for information)	171



THIS IS EXCELLENCE KUDOS REPORT

FEBRUARY–MARCH 2017



The Government of Canada announced that York will receive [\\$40.8M in funding](#) to modernize labs in the Faculties of Science and Health, create a new building for the Schulich School of Business, and upgrade the central utilities building. The provincial government will contribute \$6.6M towards these initiatives.



Three [York University projects](#) received a total of \$442,000 through the Canada Foundation for Innovation's (CFI) John R. Evans Leaders Fund:

- \$150,000 for Science professor Demian Ifa's project, *Diagnosis of Squamous Cell Carcinoma Through Combined Mass Spectrometry Imaging, Metabolomics and Multivariate Analysis*;
- \$147,000 for Science professor Chun Peng's project, *Facility for Women's Reproductive Health Research*;
- \$145,000 for Lassonde professor Simone Pisana's project, *Laboratory for Ultrafast Thermo-magnetics*.



Astronomy students' radio program [YorkUniverse](#) broadcast its 300th radio show from the York Observatory.



The Canada Council for the Arts awarded both Art Gallery of York University (AGYU) director [Philip Monk](#) and AMPD alumna Shelagh Keeley (BFA '77) with a 2017 Governor General's Award in Visual and Media Arts. Philip Monk also received the Outstanding Contribution Award.



IBM Canada awarded York a [\\$1.8-million in-kind gift](#) for the Advanced Disaster, Emergency and Rapid Response Simulation (ADERSIM) initiative, led by York's emergency management programs.

THIS IS EXCELLENCE

KUDOS REPORT



A group of Schulich students named [Team Empower](#) won the Hult Prize Regional Finals in Shanghai for a project which advocates for stable and affordable internet access for refugees.



Faculty of Science professor [Ernst Ham](#) was elected President of the History of the Earth Sciences Society for 2017-2018.



Osgoode's intellectual property law program [IP Osgoode](#) announced a new partnership with the International Law Research Program (ILRP) at the Centre for International Governance Innovation (CIGI) that includes \$100K in funding for an administrator for IP Osgoode's Innovation Clinic.



Lassonde PhD student [Nima Shahbazi](#) was one of 44 people selected to be part of the first class of the inaugural NextAI program.



Schulich alumna [Thanh Vu](#) (BBA '12) was recognized as the first Vietnamese female ultramarathoner.



Faculty of Education course director [Nastassia Subban](#) and former MES student [Charmaine Lurch](#) were among 150 inspiring black women making Canadian history showcased in the HERstory in Black project.

THIS IS EXCELLENCE

KUDOS REPORT



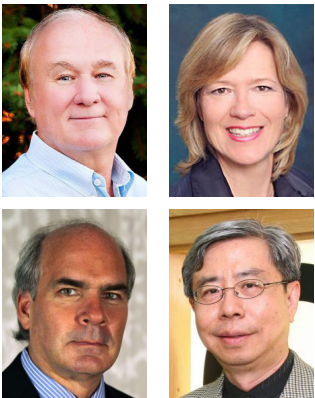
BES student [Nishal Shah](#) and MEd student [Melinda Phuong](#) represented York at Universities Canada's Converge 2017 conference in Ottawa.



Schulich professor [Andre Kuzmicki](#) earned the NAIOP Lifetime Achievement Award for Leadership in Industry and the Community.



The [York Lions](#) won 5 medals at the 2017 Ontario University Athletics (OUA) track and field championships, finishing fifth place overall.



Schulich to celebrate the achievements of four graduates with [2017 Alumni Recognition Awards](#):

- Stephen J. Sadler (MBA '79) - Outstanding Executive Leadership
- Stacey A. Mowbray (MBA '88) - Outstanding Progress and Achievement
- Philip A. Taylor (MBA '79) - Outstanding Public Contribution
- Jonathan Cheung (MBA '73) - Outstanding Contribution to the Schulich School of Business



Science student [Armita Jalooli](#) was one of four prize winners at a Three-Minute Thesis Competition at the annual Women in Science and Engineering (WISE) National Conference.



THIS IS EXCELLENCE

KUDOS REPORT



The [York Lions](#) men's hockey team won its first Queen's Cup championship in 13 years with a victory over the Queen's University Gaels on March 11. The team will compete for the U SPORTS national championships in Fredericton.



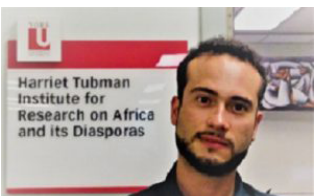
A team from [Osgoode](#) won first place for planning and strategy and second place at the first annual Canadian Negotiation Competition.



Four [Schulich students](#) were named to Canada's Next Top Ad Exec's Top 25.



The Faculty of Graduate Studies honoured [Professor Carl James](#) with the Faculty's Teaching Award for his work as a supervisor and mentor, and for his commitment to social justice.



PhD student [Bruno Vêras](#) received the Antonieta de Barros Award for the promotion of racial and gender equity in Brazil.



Osgoode students [Paul Blizzard](#), [Denver Bandstra](#) & [Lawrence Yu](#) placed second at the 2017 International Patent Drafting Competition.



THIS IS EXCELLENCE

KUDOS REPORT



The winners of the [2016 President's Staff Recognition Awards](#) were announced on March 9:

- Carol Weldon, Administrative Assistant, Centre for Atmospheric Chemistry, won The Ronald Kent Medal;
- Sheelagh Atkinson, Associate Director, University Events & Ceremonials, Advancement Services, won The Deborah Hobson York Citizenship Award;
- Sarah Cantrell, Assistant Vice-President, Office of Institutional Planning & Analysis, won The President's Leadership Award;
- Donna Hewison, Student Affairs Assistant, Office of the Dean, Faculty of Graduate Studies, won The President's Voice of York Award;
- Feleg Belay, Custodian, Custodial Services, Campus Services & Business Operations, won The Phyllis Clark Campus Service Award;
- The Office of the Dean, Faculty of Graduate Studies, won the Harriet Lewis Team Award for Service Excellence.



Faculty of Science professor [Thilo Womelsdorf](#) received the E.W.R. Steacie Memorial Fellowship from the Natural Sciences and Engineering Research Council of Canada (NSERC) for his research on how brain cells transmit information.



The Jay and Barbara Hennick Centre for Business and Law at York University presented the 2016 Hennick Medal for Career Achievement to alumna [Carol Hansell](#) (LLB/MBA '86), founder and Senior Partner of Hansell LLP and Hansell McLaughlin Advisory.



THIS IS EXCELLENCE

KUDOS REPORT



Second-year JD student [Alexandra Da Silva](#) was selected to be Osgoode's 2017 Dean for a Day.

APPOINTMENTS:



Osgoode professor [Giuseppina D'Agostino](#) was appointed to the McMichael Canadian Art Collection Board of Trustees.



Biology professor [John McDermott's](#) appointment as McLaughlin Research Chair in the Faculty of Science has been renewed for a second five-year term.

Executive Committee – Report to Senate

At its meeting of May 26, 2016

The Executive Committee met on March 14 and makes this report to Senate for information.

Notice of Statutory Motion

1. Senate Membership 2017-2019

It is the intention of Senate Executive to put the following statutory motion to Senate:

that Senate approve the membership of Senate for the period July 1, 2017 to June 30, 2019 with a maximum of 167 and distribution as follows:

Members specified by the York Act (Total of 20)

Chancellor (1)
President (1)
Vice-Presidents (4)
Deans and Principal (11)
University Librarian (1)
Two-to-four members of Board (2)

Faculty Members Elected by Faculty Councils (Total of 99)

Arts, Media, Performance and Design 7 (minimum of 2 chairs)
Education 4
Environmental Studies 4
Glendon 8 (minimum of 1 Chair)
Health 12 (minimum of 2 Chairs)
Lassonde 7 (minimum of 1 Chair)
Liberal Arts & Professional Studies 37 (minimum of 13 Chairs and, 2 contract faculty members)
Osgoode 4
Schulich 6
Science 10 (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

2 for each Faculty except 6 for LA&PS
Graduate Student Association (1)
York Federation of Students (1)

Other Members (Total of 13)

Chair of Senate (1)
Vice-Chair of Senate (1)
Secretary of Senate (1)

Executive Committee – Report to Senate

Academic Colleague (1)
President of YUFA (1)
YUSA Member (1)
Member of CUPE 3903 (1)
Alumni (2)
College Masters (1)
Registrar (1)
Vice-Provost Academic (1)
Vice-Provost Students (1)

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

Section B, 3 (Periodic Review and Publication of Senate Membership Reviews) stipulates that “Senate Executive shall review changes in structures, faculty complements and student enrolments every two years...” In February, the Committee embarked on the process of review in anticipation of presenting recommendations to Senate. Changes in membership are statutory in nature and involve notice of motion at the first stage.

The allocation of seats for full-time faculty members elected by Councils is determined by first calculating the proportion of the overall complement attributable to each Faculty (tenure stream, alternate stream and CLAs) based on the most recently available data (the latest authoritative *Fact Book* is used for this purpose). Percentages are then applied to the full-time faculty member seats on Senate. Changes in the complement have resulted in minor modifications to the distribution of Faculty seats as shown in Appendix A.

Adjustments are necessary because of the following:

- the size of Senate is set at a maximum of 167
- the allocation of seats to faculty members elected by Faculty Councils remains at 99 (or 97 plus two additional seats for Glendon)
- it has been a long-standing rule that no Faculty shall have fewer than four faculty member seats, and two Faculties (Education and Environmental Studies) receive additional seats according to this stipulation
- since 2013, Glendon has been allocated two more seats that a strictly proportional formula yields by virtue of its special nature (an allocation confirmed by Senate in 2015 when the size of Senate was increased by two, with both seats reserved for Glendon)

No other changes are proposed. Notably, the Committee does not recommend any changes in student membership. The relatively large size of the student population in Liberal Arts and Professional Studies continues to justify the allocation of six seats, four more than other Faculties.

Documentation is attached as Appendix A.

Executive Committee – Report to Senate

FOR INFORMATION

2. Chancellor Re-Appointment or Appointment

The Committee has been advised that the ad hoc group of Senate and Board Executive Committee members struck to consider the re-appointment of Chancellor Sorbara has completed its deliberations and has transmitted a confidential recommendation to the Board of Governors. No submissions were received in response to an invitation for Senators to comment on the possibility of re-appointment.

3. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Sub-Committee on Honorary Degrees and Ceremonials, the Senate Executive received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, six new candidates have been deemed eligible for honorary degrees.

4. Senate Committee Vacancies

The Nominations Sub-Committee advises that there are two vacancies remaining on the Tenure and Promotions Committee.

5. Aramark Strike

In February, the Chair advised Senators that the Executive Committee of Senate was aware that a strike by members of Unite-Here local 75 began on February 16, 2017. The strike did not result in a disruption of academic activities as defined by Senate policy such that they were substantially interrupted or impeded. Certain provisions of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* do apply in the event of a strike on campus. As was confirmed in response to a question at Senate, these are limited to the rights of students who elect not to participate in activities while a strike is on.

Lesley Beagrie, Chair

Executive Committee – Report to Senate

Appendix A – Senate Executive Report - Faculty Member Seat Calculations

Faculty	Full-Time complement 2015-2016		Proposed Senate Seats 2017-2019	Change from Current Allocation
	Number	Percentage		
AMPD	117	8.0	$7.1 = 7$	-1
Education	n/a (50)		4 (minimum required)	0
FES	n/a (40)		4 (minimum required)	0
Glendon	95	6.5	$5.8 = 6 + 2 = 8$	0
Health	197	13.5	$12.0 = 12$	+1
Lassonde	111	7.6	$6.8 = 7$	+2
LA&PS	611	41.9	$37.3 = 37$	-3
Osgoode	67	4.6	$4.1 = 4$	0
Schulich	92	6.3	$5.6 = 6$	0
Science	168	11.5	$10.2 = 10$	+1
Total	1,458	100.0	99	-

The calculation involves the following steps:

- the 8 seats for smaller Faculties **along with their complement** are set apart
- Glendon is included in the complement calculations but in any event retains its 2 additional seats, which are also set apart
- the 10 seats set apart are deducted from the total, and a calculation is made based on Faculty shares of 89 seats
- normal rounding up and rounding down rules are followed

* For example, AMPD's 8 per cent share of 89 seats is 7.1 seats which is rounded down to 7.

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

At its meeting of 23 March 2017

For Action (Unless otherwise stated, all action items are effective FW 2017-2018)

Expedited Approvals

- a. **Establishment of an Honours Minor Degree Option in Arts, Media, Performance and Design • School of Arts, Media, Performance and Design**

ASCP recommends that Senate establish a BA Honours Minor degree option in Arts, Media, Performance and Design, housed in the Faculty of Arts, Media, Performance and Design.

Rationale

The supporting documentation is attached as Appendix A. The Honours Minor BA in AMPD is an interdisciplinary program that will be administratively housed in the Office of the Dean, but jointly offered by the Visual Art & Art History, Dance, Cinema & Media Arts, Music and Theatre departments. It will provide undergraduates across the University the opportunity to complement their Major program focus with studies in the AMPD disciplines. Unlike the discipline specific minors already in place in several AMPD departments, the proposed new minor allows and encourages breadth, with students required to complete courses in at least two AMPD departments at the 1000 or 2000 levels of study. The program name reflects the pan-School/Faculty nature of the minor.

The new option responds to student interest and creates a path to an additional credential for the many students already enrolling in several AMPD courses. Drawing on existing courses that reside in the Faculty's departments, the Minor can be launched without the requirement of new resources. It meets the pan-university credit requirements for BA degree options, and the learning outcomes for the Minor have been articulated and mapped to the degree requirements. Advising for students pursuing the Minor will be provided by the Office of Advising and Integrated Student Services within AMPD.

The Dean and Vice-Provost Academic have recorded their support for the new initiative.

Approvals: AMPD Faculty Council January 2017 • ASCP 8 March 2017

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Major Modifications

b. Restructuring of the BA Program in Mathematics for Commerce • Department of Mathematics & Statistics • Faculty of Science

ASCP recommends that Senate approve the following changes to the BA program in Mathematics for Commerce within the Department of Mathematics & Statistics:

- Closure of the Operations Research Stream within the Honours BA program
- Closure of the 90-credit degree option in Mathematics for Commerce
- Closure of the Honours Minor degree option in Mathematics for Commerce
- Change the Actuarial Science Stream within the Specialized Honours and Honours BA programs to stand-alone Specialized Honours and Honours Majors in Actuarial Science, with minor changes to the degree requirements
- Change the name of the program from Mathematics for Commerce to Actuarial Science

Rationale

The Department of Mathematics & Statistics is responding to both internal and external influences in the decision to restructure its Mathematics for Commerce program. As the proposal (Appendix B) details, the primary impetus for the program changes is the growing demand for Actuaries in Canada. Actuarial Science, currently a stream within the Mathematics for Commerce program, steadily attracts students for the career prospects it offers. Advancing the stream into a stand-alone Major and concurrently changing the name of the program to Actuarial Science gives it a stronger profile and, therefore, greater visibility to students, parents and high school guidance counsellors. Additionally, graduates are eligible for exemptions from some professional requirements of the discipline's accrediting body, the Society of Actuaries (SoA). As required by the York University Quality Assurance Procedures, program-specific learning outcomes have been articulated and mapped to the slightly revised degree requirements.

Internally, the recent Cyclical Program Review of the suite of undergraduate math and statistics programs identified options for revising and restructuring components to achieve better alignment with enrolment trends and planning goals. To that end the Department is continuing its curriculum review, considering how best to proceed on some fronts. There is strong support for moving forward at this juncture with the changes to the Mathematics for Commerce program, which includes closing the 90-credit and Minor degree options and the Operations Research Stream; the program is exploring a different 90-credit degree option and Operations Research stream elsewhere within its programming.

Approvals: Science Faculty Council 13 December 2016 • ASCP 15 February 2017

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

c. Establishment of a Professional Certificate in Actuarial Science • Department of Mathematics & Statistics • Faculty of Science

ASCP recommends that Senate establish a Professional Certificate in Actuarial Science, housed in the Department of Mathematics & Statistics in the Faculty of Science.

Rationale

The proposed Certificate (Appendix C) is a companion initiative to the establishment of a stand-alone degree program in Actuarial Science (Item 6 b above). A Professional Certificate in Actuarial Science offers students currently pursuing a different major, and those who have already earned an undergraduate degree in another subject, an opportunity to supplement their degree studies with skills-specific certification for a career in the field of actuary. The certificate therefore is proposed as both Concurrent and Consecutive (stand-alone) options. It capitalizes on the growing need and demand externally in this field, thereby adding a very attractive option to York's program mix. Like the degree program in Actuarial Science, the 36-credit certificate provides the opportunity for exemption from a portion of the SoA professional requirements, which is a valuable and time-saving feature.

The intent of this certificate best aligns with the definition of a Professional Certificate as established in the Senate Undergraduate Certificate legislation; that is:

A series of courses that build specific skills and/or competencies often related to a professional expertise such as might be recognized by an external professional body.

The minimum standard for a Professional Certificate is “[n]ormally 24 credits, 18 credits of which would be at the 3000-level or above.” The Senate legislation permits variations to these minimum standards for certificates designed to meet specialized needs or requirements of particular professions. Noting that at 36, the total number of credits for this certificate exceeds the minimum number of 24, that at 15 credits it is just 3 shy of the minimum number of 3000-level credits, and that the certificate is geared to meeting the requirements for recognition by an external professional body and industry, ASCP is drawing on the flexibility afforded in the Senate legislation to recommend the Certificate in Actuarial Science be categorized as a Professional Certificate.

The decanal statement from the Faculty of Science confirms that the resources are in place to launch and sustain the Certificate.

Approvals: Science Faculty Council 13 December 2016 • ASCP 8 March 2017

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

d. Addition of a Stream in Media Arts within the BFA program in Film • Department of Cinema and Media Studies • School of the Arts, Media, Performance and Design

ASCP recommends that Senate approve the addition of a stream in Media Arts within the Specialized Honours BFA program in Film, School of the Arts, Media, Performance and Design, as set out in Appendix D.

Rationale

The Bachelor of Fine Arts program in Film currently has Production and Screenwriting Streams. It is proposing to add a Media Arts Stream. The new stream represents an evolution of both scholarly and artistic practice in the area of Cinema and Media Arts and responds to the changing nature of the field and the priorities of students. The Stream responds to the need and demand for a combined theory / practice degree focused on contemporary media practices, new technologies and experiential education opportunities. The framework of the new curriculum includes a series of flexible media practice courses that are taken concurrently with studies courses and culminates in a capstone project and media industry placement course; the focus on “practice” differentiates the BFA stream from the existing BA in Cinema and Media Arts which offers “studies”-based curriculum. The Media Arts Stream will help prepare graduates for employment within the field of creative industries.

As required by the York University Quality Assurance Procedures, program-specific learning outcomes have been articulated for the Stream and mapped to the degree requirements. The Dean has noted the alignment of the program expansion with the Faculty’s academic plans and directions, and has confirmed the resource needs for the Stream will be met.

Approvals: AMPD Faculty Council January 2017 • ASCP 8 March 2017

e. Establishment of new Degree Options within and changes to Requirements for the BSc program in BioChemistry • Faculty of Science

ASCP recommends that Senate approve the establishment of Honours Major, Honours Double-Major and Honours Major-Minor degree options to the Faculty of Science BSc program in BioChemistry as set out in Appendix E.

Rationale

The addition of the Honours Major degree option will serve two key purposes: (i) it will provide students initially enrolled in the rigorous, lab-intensive Specialized Honours program a suitable exit strategy should they have difficulty maintaining its higher GPA eligibility requirement and (ii) it introduces a new recruitment option for students

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

contemplating the joint Biology-Chemistry program but not the higher Specialized Honours route. Like many of the BSc programs in the Faculty of Science, the program also seeks to offer students the option of pursuing BioChemistry as a Double-Major or Major-Minor with other science-based programs (including within the Faculty of Health and the Lassonde School of Engineering). On all counts, the additional options are expected to help increase student retention within the BioChemistry program, and the Faculty of Science and support student success. A program core of 51 credits will be required for both the Specialized Honours and Honours Major option, with the Specialized Honours requiring a total of 79 major credits, and the Honours requiring 63 major credits.

All of the required BioChemistry, Chemistry and Biology courses exist and can accommodate enrolment growth, meaning the additional degree options are resource-neutral.

Approvals: Science Faculty Council 8 March 2016 • ASCP 8 March 2017

For Information

1. Minor Modifications

The following program changes have been approved by ASCP:

Health

Minor changes to the degree requirements for the BA and BSc Global Health programs
Correction to the degree requirements for the BSc program in Psychology

Science

Minor changes to the requirements for the Honours Minor BSc Biology program
Minor changes to the requirements for the Specialized Honours BSc Physics program
Minor changes to the requirements for the Pharmaceutical and Biological Stream within
the Honours BSc program in Chemistry

Lisa Farley
Chair

**New Undergraduate and Graduate Degree Program
New Program Brief Template**

**York University
New Program Brief
of the
Honours Minor BA
in**

The School of the Arts, Media, Performance and Design (AMPD)

Submitted: January 2017

1. Introduction

1.1 Provide a brief statement of the degree program(s) being proposed, including commentary on the appropriateness and consistency of the degree designation(s) and program name with current usage in the discipline or area of study.

The Honours Minor BA in AMPD is an interdisciplinary program that will offer students the opportunity to complete courses in two or more AMPD departments. Unlike the discipline specific minors already in place in most AMPD departments, the proposed new minor allows and encourages breadth, with students required to complete courses in at least two AMPD departments at the 1000 or 2000 levels of study. The program name reflects the pan-School/Faculty nature of the minor.

1.3 Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.

This Minor is being developed in response to student demand. A recent statistical analysis indicates that over the past four years, 625 York students who are not AMPD majors have completed, or currently are taking, at least 18 credits in AMPD. This figure excludes anyone who already is a declared major or minor in AMPD. In response to these data, AAPPC members within AMPD endorsed the development of a formal minor in order to better meet the needs of these students. The concept also was presented at AMPD Faculty Council, where faculty members and students expressed support for the AMPD Minor. As part of the program development, the current courses and course clusters being pursued by these 625 students were examined. This information has informed our AMPD Minor curricular decisions.

1.4 Indicate the Faculty/unit in which the program will be housed (for undergraduate programs) or anchored (for graduate programs).

The program will be administratively housed in the Office of the Dean, AMPD and overseen by the Associate Dean Academic or their designate. Student advising will occur in the AMPD Office of Advising and Integrated Student Services (OAISS); the preparation of advising worksheets will be completed by OAISS staff in consultation with AAPPC members and the Associate Dean Academic or their designate.

2. General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program.

The general objectives of the AMPD Minor are:

1. To provide an interdisciplinary degree option to majors from other Faculties as well as to AMPD majors.
2. To encourage and promote a broad(er) understanding of the arts, media, performance and design to majors outside AMPD.
3. To provide access, curricular structure, guidelines and advising support for students wishing to pursue a range of AMPD courses.

2.2 Describe how the general objectives of the program align with University and Faculty missions and academic plans.

The AMPD Minor addresses two priorities in the 2015-20 UAP:

1. **Innovative Quality Programs:** Specifically, the proposed Minor enhances “the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors.”
2. **Student- centred Approach:** Specifically, the proposed Minor will assist us to “actively monitor student learning needs and to develop appropriate academic supports.”

3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

At the graduate level, York offers a Master’s degree in Interdisciplinary Studies in which students conduct research that spans three academic disciplines. Interdisciplinary Studies at York does not offer an undergraduate program. At Ryerson University, one of our chief competitors, no similar interdisciplinary minor is offered. Royal Roads University offers a BA in Interdisciplinary Studies, but no minor option is available. In a search of interdisciplinary programs in Canada, those offering a minor usually are housed within Faculties of Arts. The proposed minor in AMPD is unique in that students will have access to both studio and studies courses across a range of creative/artistic disciplines.

3.2 Provide brief description of the need and demand for the proposed program, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

As stated above, currently there are 625 York students outside AMPD who have completed, or are taking, at least 18 credits in AMPD. These students currently receive no advising or guidance on the courses they select. Within the proposed AMPD Minor, students will be encouraged to plan a self-identified course cluster, such as Arts in Education or Global Art Forms; Minors also will receive guidance in their selection of appropriate pre-requisites for admission to upper level courses. The Minor will supplement the strengths being developed in these students’ majors, potentially acting as both a recruitment tool and as a retention tool. For example, students in the Faculty of Education, particularly those specializing in the primary/junior levels, will be able to pursue a range of studio courses that will inform their teaching of the arts, supplemented by one of the upper level pedagogy/teaching courses offered in AMPD, such as Teaching Street and Club Dance Styles, Teaching Dance to Youth, and Issues in Music Education. When they apply for jobs, presence of the Minor will provide confirmation of their interest and familiarity with various forms of the arts, media and performance. As another example, students pursuing a degree in African Studies may decide to pursue the AMPD Minor, taking sequential courses in Traditional and Current Dances of Sub-Saharan Africa as well as in West African Drum Ensemble.

4. Program Content and Curriculum

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique

curriculum or program innovations or creative components.

For the Honours BA AMPD Minor, students will be required to complete 18 credits at the 1000 or 2000 level, and 12 credits at the 3000 or 4000 level. There is no specific course requirement, but students will be required to take courses from a minimum of 2 departments at the lower level (1000 and 2000 level courses). While the breadth component will be encouraged at all levels, in order to facilitate meeting the necessary prerequisites for upper level courses, students will have the option of completing the 12 credits at the 3000 or 4000 level in one department. Within the proposed AMPD Minor, students will be encouraged to develop a personal course cluster. Through advising and degree worksheets, students will be assisted to select appropriate prerequisites for admission to upper level courses.

The AMPD Minor is unique in that students can select both studio and studies courses; there is no requirement or constraint around the relative weighting or balance between studio and studies courses. The interdisciplinarity and flexibility of this minor differentiates it from the discipline-specific minors currently offered in AMPD.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix.

All courses offered by AMPD that are open to non-majors will be accepted toward the AMPD Minor. There currently are over 300 AMPD courses that are open to non-majors. Some of the most popular courses currently taken by non AMPD students who have accumulated a significant number of credits in the School include:

ARTH 1900 Art in the City

DANC 1400 Dance for non-majors and 1900 Dance, Film and Culture

DATT 1100 Fundamentals of Digital Media Studies and 2100 Publishing in Digital Media

DESN 1010 Introduction to Design: Practice and Appreciation (for non majors)

FILM 1401 Introduction to Film for non-majors and 2401 Film, Television and Society

MUSI 1520 Rhythm and Blues, Soul, Funk and Rap

MUSI 2520 Contemporary Black Urban Music

THEA 1520 and 1521, Acting for non-majors I and II

VISA 1006 The Photographic Experience

At the upper level, provided that they have completed the prerequisite(s), students pursuing the AMPD Minor will have access to a wide range of courses in all departments. For those students who decide to pursue a 4000 level course, there are several options, including:

FA/ARTH 4630 3.00	Art Crimes
FA/ARTH 4342 3.00	Visual Spectacle in Global Perspectives
FA/DANC 4221 3.00	Interactive Stage: Explorations in electronically mediated

	performance
FA/DANC 4260 3.00	Dance Video and Intermedial Performance
FA/DANC 4368 3.00	Community Dance Education
FA/DANC 4510A 3.00	Sub-Saharan African Dance
FA/FILM 4280 3.00	Film Criticism: History, Theory and Practice
FA/MUSI 4012 3.00	Guitar for Non-Majors and Majors
FA/MUSI 4014 3.00	Introduction to Classical Singing for Non-Majors and Majors
FA/THEA 4330 3.00	Contemporary Canadian Theatre
FA/THEA 4334 6.00	Theatre of the Holocaust
FA/THEA 4460 6.00	Improvisation and Playmaking

Additional courses are available by completing specific prerequisites. The following upper level courses recently have been popular with the students identified as potential AMPD Minors:

Course	Title	Number
MUSI3043	West African Drum Ensemble: Ghanaian	49
MUSI4043	West African Drum Ensemble: Ghanaian	40
MUSI3094	Escola de Samba	31
MUSI4094	Escola de Samba	29
MUSI3097	West African Drum Ensemble: Mandé	24
THEA3060	Public Speaking: Prep, Practice, Present	23
MUSI3049	Cuban Music	21
MUSI4049	Cuban Music	18
THEA4460	Improvisation and Playmaking	17
MUSI3012	Guitar for Non-Majors and Majors	16
MUSI4097	West African Drum Ensemble: Mandé	16
THEA3225	Screen Performance: A Non-Major's Guide to Landmark Performances in Cinema	16
ARTH3710	Memory and Place	15
MUSI4012	Guitar for Non-Majors and Majors	11
DANC3510	Contemporary World Dance Forms: Traditional and Current Dances of Sub-Saharan Africa	10
MUSI3099	World Music: Individual Instruction	10
MUSI3338	Music in Film	8
FILM3420	Studies in Genre	7
MUSI3096	Korean Drum Ensemble	6
MUSI4096	Korean Drum Ensemble	6
DANC3322	Embodied Thought: Moving, Sensing and Learning	5
THEA4450	Perf in Schools	5

4.3 For undergraduate programs, comment on the anticipated class sizes. For graduate programs, comment on how the course offerings will ensure that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses.

The maximum for studio courses will remain at current levels; in some cases the maximum enrolment in studies courses might be increased to meet demand. Since potential AMPD Minor students already are in many courses, few adjustments are anticipated. If necessary, CASing can be used to designate spaces in upper level courses so that those pursuing the AMPD Minor will be able to successfully complete the degree requirements.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar or Graduate Calendar, as appropriate.

The Honours Minor BA program in AMPD may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of: Environmental Studies; AMPD; Health; Liberal Arts and Professional Studies; or the Lassonde School of Engineering. Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Students must complete at least 30 credits in AMPD, including:

18 credits in studio or studies courses in two or more departments at the 1000 and/or 2000 levels and 12 credits in studio or studies courses in one or more departments at the 3000 or 4000 levels

5. Program Structure, Learning Outcomes and Assessment

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

	<p>Program Learning Outcomes By the end of this program, students will be able to:</p>	<p>Appropriate Degree Requirement & Assessment Align courses with the Program Learning Objectives.</p>
<p>1. Depth and breadth of knowledge</p>	<p>Demonstrate critical understanding of key concepts and the role of interdisciplinarity in two or more arts/media forms.</p> <p>Conduct research, assess, evaluate, create and/or perform across a range of arts/media forms.</p> <p>Communicate understanding of the intersection and influence of two or more arts/media forms on others.</p>	<p>Studio courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>Studies courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>The learning outcomes in individual courses will apply.</p>

<p>2. Knowledge of Methodologies</p>	<p>Evaluate and apply a range of theoretical and practical approaches, depending on the arts/media forms being explored.</p> <p>Develop and realise research and/or creative projects across two or more AMPD disciplines.</p> <p>Assess current and past scholarship in the field of arts/media.</p>	<p>Studio courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>Studies courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>The learning outcomes in individual courses will apply.</p>
<p>3. Application of Knowledge</p>	<p>The ability to develop a range of studies and studio projects, demonstrating the identification of a problem and presenting a written or performed solution.</p> <p>Write about the arts and media, articulating a personal artistic vision within the context of scholarly articles and professional performances.</p>	<p>Studio courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>Studies courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>The learning outcomes in individual courses will apply.</p>
<p>4. Communication Skills</p>	<p>Choose appropriate modes for the presentation of research and projects in two or more arts/media disciplines.</p> <p>Present reports or perform on-going and completed creative work, demonstrating the ability to communicate across a range of forms to a range of audiences.</p>	<p>Studio courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>Studies courses open to non-majors in Art History, Computational Arts, Design, Dance, Film, Music, Theatre and Visual Arts, from 1000 level to 4000 level.</p> <p>The learning outcomes in individual courses will apply.</p>
<p>5. Awareness and Limitations of Knowledge</p>	<p>Create a range of arts and media works and identify the personal strengths and weaknesses noted in their creation.</p> <p>Articulate the value and practice of continued education and professional development, particularly in the ever-changing realm of technology and technological tools.</p>	<p>All courses, through the creation of works and the associated research and learning of theoretical and creative elements necessary for their completion.</p> <p>The learning outcomes in individual courses will apply.</p>

6. Autonomy and Professional Capacity	<p>Work effectively and behave in a manner that is consistent with academic integrity, social responsibility and professionalism.</p> <p>Understand the value of research and continued experimentation.</p> <p>Demonstrate success in developing and completing a personally constructed progression of AMPD courses across two or more disciplines.</p>	<p>All courses.</p> <p>The learning outcomes in individual courses will apply.</p>
--	---	--

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion. For undergraduate programs, comment on the nature and suitability of students’ final-year academic achievement in the program.

The interdisciplinary emphasis of the AMPD Minor allows for individual flexibility within a structure that offers advising and ongoing assessment of progress. The personal course cluster concept has the potential to create a “snowflake model” with each student pursuing the AMPD Minor developing their own unique course progression. Advising will be essential, ensuring that students complete the prerequisite courses that will allow them to enroll in third and fourth year level courses. Depending on their personal focus, students completing the AMPD Minor will demonstrate their academic achievement at the upper level through a paper or project, an artistic product, a performance or a combination of all these elements.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

The course requirements in all AMPD departments will remain in effect, with students enrolled in the Minor expected to meet the published criteria.

5.5 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the program learning outcomes.

Depending on the courses selected, delivery modes can include traditional lectures and tutorials, seminars, studio classes, blended courses and fully online courses.

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

All students maintaining honours standing in their major will meet the admission requirement of the AMPD Minor. Students will have the option of enrolling in the Minor in their first or second

year of study. Students entering third year who have completed 15 credits in AMPD courses will also be eligible to enroll in the Minor.

7. Resources

No new or additional physical or academic resources are required. The students who might opt for the AMPD Minor are already in our classes. The AMPD Office of Advising and Integrated Student Services (OAISS) will provide advising support, and Work Sheets will be developed by AAPPCC together with the Associate Dean Academic. In the future, a fourth year capstone course for AMPD Minors might be contemplated, but there are sufficient upper level courses already available to these students, especially with the introduction of advising that the Minor will provide to this cohort.

8. Enrolment Projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.

The projected implementation date is fall 2017. AMPD currently has 63 Minors from outside the School, spread across six departments. We anticipate that at steady state in 2020, at least that number of students will be enrolled in the AMPD Minor. The numbers will be tracked from the outset.

9. Support Statements

Statements of support from the following **will be distributed separately to ASCP at or before the meeting:**

Dean, AMPD with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program

Vice- Provost Academic, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program,

University Registrar confirming the implementation schedule and any administrative arrangements

Chair of APPC Faculty Committee, AMPD confirming consultation on/support for the proposed program among the programs contributing to the Minor

Calendar Copy

For the Honours Minor in Arts, Media, performance and Design, students **pursuing a major outside** the School of the Arts, Media, Performance and Design must complete:

At least 30 credits in AMPD courses, including:

- 18 credits in studio or studies courses in two or more departments at the 1000 and/or 2000 levels and
- 12 credits in studio or studies courses in one or more departments at the 3000 or 4000 levels

Students **pursuing a major inside AMPD** can pursue the minor, completing:

At least 30 credits in AMPD courses, including:

- 18 credits in studio or studies courses in two or more departments at the 1000 and/or 2000 levels, outside the major and excluding AMPD 1900 courses and
- 12 credits in studio or studies courses in one or more departments outside the major at the 3000 or 4000 levels

The Honours Minor BA program in AMPD may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of: Environmental Studies; AMPD; Glendon; Health; Liberal Arts and Professional Studies; or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

February 8, 2017

Cheryl Underhill
Assistant Secretary to the University
University Secretariat, York University
Kaneff 1050
via email: underhil@yorku.ca

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

Office of the Dean

201 | Goldfarb Centre for Fine
Arts
4700 KEELE ST
TORONTO ON
Canada
M3J 1P3
T 416 736 2100 x33881
F 416 736 5447
brixey@yorku.ca
<http://ampd.yorku.ca/>

Dear Cheryl:

I am pleased to write in full support of the proposal for an Honours BA Minor in Arts, Media, Performance & Design.

The proposed Minor was collegially developed with input from across the Faculty; builds on the strengths of the individual units and the School as a whole; as well as responds to UAP priorities by addressing longstanding demand to promote a student centric curriculum approach, that also increases access and high quality interdisciplinary programs in support new kinds of creative hybridization and innovation.

Statistical analysis highlights hundreds of students annually who are not AMPD majors but complete 18 or more credits in AMPD (This figure is independent of students who are a declared major or minor in AMPD). This new Minor offers these students a well-designed curricular option that meets their evolving needs and provides them the appropriate advising framework through which they can plan their sequence of courses.

From the Faculty perspective, this program requires no additional resources and the evolution and growth of the program will not present a resource challenge in the future as it is primarily built from innovative curricular packaging of AMPD existing courses. I can make assurances that spaces will be available by AMPD minors for all required courses for which they have prerequisites.

The Minor not only provides exciting opportunities for students, but will increasingly expand collaborative partnerships between faculty members from across AMPD and York in general by importing ideas and skill sets from different backgrounds, as well as approaches to creative problem solving, leading to the development of unique research initiatives, embodying York's unique interdisciplinary mission.

This program has my full support. Please contact me if there are any outstanding questions.

Kind regards,



Shawn Brixey
Dean



Office of the Vice-
Provost Academic

9th Floor Kaneff Tower
4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
EXT 58017
F 416 736 5876
vprovost@yorku.ca

<http://vprovostacad.info.yorku.ca/>

Memo

To: Farley, Chair, Senate ASCP

From: Alice Pitt, Vice-Provost Academic

Date: March 7, 2017

Subject: Support for new program proposal - Honours Minor BA in AMPD

I have reviewed the proposal from the School of Arts, Media, Performance and Design to introduce an Honours Minor BA in Arts, Media, Performance and Design that will be administratively housed in the Office of the Dean.

This interdisciplinary program provides an option for students already completing courses in AMPD programs with enhanced curriculum coherence and an academic credential. Students who enroll in the Minor will have access to advising, which will support students' ability to create an individualized pattern of study to meet and develop their interests. The proposed Minor is a program designed to augment studies in other Faculties and thus represents strong interdisciplinarity.

The proposed program is well-aligned with York's Academic Plan and AMPD's mission statement. The program requires no additional instructional resources at this time. I am persuaded that the Faculty's Office of Advising and Integrated Services is well-positioned to provide support for students enrolled in the program. Indeed, with greater clarity and coherence afforded by a Minor, advising support may be easier to deliver effectively.

I am delighted to support this innovative program.



Restructuring of the BA Program in Mathematics for Commerce

1. Program: Mathematics for Commerce (MATC)

2. Degree designation: BA

3. Type of modification: Major Modification

4. Effective date: FW 2017-2018

5. General Description of the proposed changes

There are five program changes being proposed:

- Closure of the Operations Research Stream within the Honours BA program
- Closure of the 90-credit degree option in Mathematics for Commerce
- Closure of the Honours Minor degree option in Mathematics for Commerce
- Change the Actuarial Science Stream within the Specialized Honours and Honours BA programs to stand-alone Specialized Honours and Honours Majors in Actuarial Science, with minor changes to the degree requirements
- Change the name of the program from Mathematics for Commerce to Actuarial Science

6. Rationale including alignment with academic plans:

The proposed changes to the Mathematics for Commerce program stem from the overarching decision of the Department to capitalize on the need and demand for Actuarial Science (AC) at York University.

AC is the area of mathematics that applies quantitative methods to assess risks in the insurance and finance industries. It became a formal discipline in the late 17th century, when the increased demand for such long-term insurance coverages as life insurances, annuities and burials expenses coverages emerged. Since then and for a long time, actuaries have been mainly interested in studying the present monetary value of future obligations as well as the variability of these present values in the contexts of life and health, property and casualty insurances, pension funds and social wealth-fare programs. Today actuaries are also being employed in the areas of enterprise risk management, and even in general finance and investment. Overall, the importance of AC is evident from numerous empirical studies, which conclude that a sound national insurance market is an essential characteristic of economic growth.

With regard to the other components of the Mathematics for Commerce program, the decision has been taken to close them. As noted above this includes:

- the Operations Research (OR) stream within the Honours Major Program; discussions continue in the Department of Mathematics & Statistics to re-establish the OR stream under the umbrella of the Statistics program.
- The 90-credit and Honours Minor BA degree options in Mathematics for

Commerce; discussions continue in the Department of Mathematics & Statistics on the recommendation from the last cyclical program review to unify all the existing 90-credit programs in the department into one 90-credit program.

- Changing the name of the degree program to Actuarial Science to coincide with the stand-alone majors

7. Alignment with the University/Faculty Academic Plans:

The changes are very well aligned with the University/Faculty goals. For instance:

(a) *Innovative quality programs for academic excellence.* We will continue investing efforts in enhancing the AC undergraduate curriculum. Our aspirations herein are to have a top professional degree of its kind in Canada and internationally.

(b) *Advancing exploration, innovation and achievement in scholarship, research and related creative activities.* The successes of the AC stream in finding partners in the insurance / finance sector arose in parts from the joint industry-academia research projects with undergraduate students involved (through, e.g., NSERC USRA, York RAY, etc). The list of Faculty Members associated with the AC stream boasts, e.g., a Fellow of the Institute of Mathematical Statistics, a Fortis Chair Prize laureate, as well as Associate Editors of respectful international journals. To keep up the momentum, we have recently proposed a new Organized Research Unit - Risk and Insurance Studies Centre (RISC) York University. RISC York will be a national and international research hub that pursues an holistic approach to the field of Insurance and related topics, and as such, it is heavily intertwined with the AC program.

(c) *Enhanced quality in teaching and student learning.* We will keep creating experiential learning opportunities for the students interested in research or applications in the area of Actuarial Science. We note in this respect, that the placement rates with just Sun Life Financial have been very good so far (six undergraduate students in 2015-2016, and ten undergraduate students in 2016-2017). We hope to have more placements within Mercer (an interviewing event on campus is scheduled in late January), and via the Risk and Insurance Management Society (RIMS) (we hosted Mari-Jo Hill, a professional member of the RIMS in November 2016, and some discussions started). In addition, RISC York will engage AC students in its research projects.

8. Changes in the program and the associated learning outcomes:

We only introduce very minor changes to the content of the AC stream. In fact, we are quite happy with its current form. The learning outcomes of the new AC program are thus going to be identical to the ones of the AC stream, with the emphasis on the preparation for a successful career in the area of Actuarial Science and Financial Risk Management.

The learning outcomes of the new AC program span all the items listed below:

(a) *Depth and breadth of knowledge, knowledge of methodologies, and application of knowledge.* Graduates are expected to have a critical understanding of the fundamental concepts of the disciplines, various methodologies and applications. More precisely, they should be able to:

- display solid knowledge of the mathematical foundations of AC for a well-developed capacity to perform analyses leading, e.g., to proving theoretical results, finding exact where possible and approximate where necessary solutions to problems, assessing these solutions for efficiency, determining whether better solutions are obtainable, etc. Briefly speaking, this part of the curriculum provides the graduates with the basic tools required to understand the existing formal models and to develop new ones;
- demonstrate strong grounding in the concepts and skills of notions of statistical theory, such as, e.g., variability and its impact on decision making, data quality and ways to measure the quality of data, modelling and stages involved in it. This part of the curriculum is to ensure that the graduates grasp not only the ways of setting up quantitative models to describe phenomena of interest in AC, but also deeply comprehend these models' further fitting, validation, comparison and improvements;
- show solid conception of the notions of the microeconomic principles underlying financial markets and instruments, as well as the macroeconomic role of AC. This part of the curriculum aims at exposing the graduates to an alternative (economic) perception of the notion of risk, and it depicts a broader picture of modern societies with the Actuarial Science being an inevitably important building block;
- display good grasp in the skills of computer programming with an emphasis on object oriented coding languages by demonstrating an intellectual understanding of the key principles of algorithm design, efficient programming principles, and debugging. This part of the curriculum further contributes to the capacity of the graduates to solve real world problems, especially when numerical ways are to be pursued. The Actuarial Science field has gone through revolutionary changes during the last thirty years due to in part the proliferation of high speed computers, and the computer programming constituent of the curriculum should not therefore be underestimated.

(b) *Communication skills.* Graduates will have shown the ability to collect, assemble, analyze and present information, arguments and analyses to a range of audiences including colleagues and team members, faculty.

(c) *Awareness and limitations of knowledge.* Graduates will have displayed a substantial understanding of the limitations of what AC can and cannot do, and the ability to

distinguish between what it inherently cannot accomplish from what it might be able to achieve in the future with advances of scientific methodologies and computing.

(d) *Autonomy and professional capacity.* Graduates will show an appreciation and ability to take legal and ethical implications into account, to demonstrate professionalism, to manage both independent and team projects effectively, and to learn independently through research and other means.

We further map the aforementioned learning outcomes to the courses offered to the Honours and Specialized Honours BA AC students.

(a.1) *Depth and breadth of knowledge.* The essential and foundational elements of the discipline are first conveyed by two sets of courses in the mathematical foundations of AC, and in the specifics of basic AC.

- The mathematical foundations of AC are taught in differential and integral calculus with applications (MATH 1300/1310/2310), linear algebra (MATH 1021/2022), probability theory (MATH 2030/4430 or MATH 2030/4431), mathematical statistics (MATH1131/2131/3131/3132). These courses are mandatory to all Honours students. A rigorous introduction to real analysis (MATH 2001), and the theory of differential equations (MATH 2270) are mandatory to all Specialized Honours students and open to highly motivated Honours students. These courses prepare the graduates for Exam P of the SoA¹;
- Classical foundations of AC are taught in the mathematical theory of interest (MATH 2280) and the mathematics of life contingencies 1 (MATH 3280). The former introduces elementary, but pivotally important objects such as time value of money, annuities with non-contingent payments, loans and bonds, while the latter exposes the graduates to the aspects of mathematical modeling of the future life-time of an individual, or more generally, of a group of individuals having independent or interdependent future life-times, and it also extensively employs the International Actuarial Notation (IAN), the language actuaries have been using for years. We note in passing that the courses are mandatory to all Honours students, and they are essential for passing the SoA Exams FM and MLC.

Then, building on the pillars above, the following courses introduce a number of modern concepts of the AC curriculum:

- The mathematics of life contingencies II (MATH 3281) exposes the students to the world of life insurance, a prominent and arguably the oldest area of the application of

¹ Actuaries earn credentials by progressing through a rigorous training and examination process. The Society of Actuaries (SoA) is the body that governs professional credentials for Actuaries, and administers the professionals leading to various actuarial designations.

AC. Notions of assurances and annuities with contingent payments are treated probabilistically and with the help of the topics learned in MATH 2131/2280/3280. The students explore ways to measure and price actuarial risks, as well as to maintain the reserves of insurance companies in accordance with regulation requirements. The course is mandatory to all Honours students and, when accompanied by MATH 3280 and MATH 4430 (or MATH 4431), prepares the graduates for passing Exam MLC of the SoA;

- Risk theory 1 (MATH 4280) aims at non-life (property and casualty) aspects of AC as well as at the discipline's newer role in enterprise risk management. The goals of the course are twofold in this respect: the graduates first learn to model the frequency and severity of insurance risks and to assess the adequateness of their models, and they study risk measurement and pricing of insurance risks thereafter. The course is mandatory to all Honours students, and, along with MATH 3131 / 3132 and MATH 4281, cover the material required for Exam C of the SoA;
- Introduction to computing (LE/EECS 1560) is mandatory to all Honours students, and it is to be taken in an early stage of the degree. In addition, students are advised to enroll in the computational methods for finance (MATH 4143), which is a requirement in the Specialized Honours B.A. degree. Another related available course is MATH 4930B that covers simulation and Monte Carlo methods;
- Data analysis employing regression models (MATH 3330) and time series models (MATH 4130B) are two courses, which expose the students to a variety of techniques in Applied Statistics. Graduates with B and better standing in these two courses are exempted from the Validation by Educational Experience (VEE) part of the SoA exams;
- Basic economics core courses, that are relevant to AC, i.e., microeconomic and macroeconomic theories (ECON 1000/1010/2300/2350) are recommended as elective credits in both streams, and given good (B or higher) standing, these courses can be used to satisfy the VEE requirement in Economics of the SoA;
- Another component of York's AC curriculum that has been embedded amongst its elective credits is the corporate finance core. This includes two intermediate corporate finance courses (ECON 4400 and ECON 4410), which once again conditionally upon B or better standing fulfil the VEE requirement (corporate finance) of the SoA. We also note in passing that the courses mentioned herein along with the Models of Financial Economics (MATH 2281) prepare the students for Exam MFE of the SoA.

Actuaries are often expected to estimate consequences of a vast variety of losses, starting from a single death of a human being and ending up with terrorist acts and natural catastrophes. Actuaries therefore always enjoy interdisciplinary education in other than their own field. Our curriculum addresses well this peculiarity of the discipline. For example:

- Breadth beyond science, specified by General Education (GenEd) (24 credits). There is a good variety of courses to choose from within this degree component. In particular, the AP/WRIT 1702 6.00 and AP/MODR 1770 6.00 are mandatory in all streams, with the aim that the students will develop verbal and written communication skills.

(a.2) *Knowledge of methodologies.* The curriculum provides ample opportunities to comprehend both classic and modern AC methodologies. More specifically,

- General life insurance liabilities are thoroughly covered in the sequence MATH 3280/3281. Noticeably, keeping in step with the present days' developments and their implications, the courses additionally introduce the idea of interdependent risks that has long been unfairly abandoned by practitioners. The students explore various probabilistic models describing dependent risks and learn how to appraise these risks effectively to maintain the solvency of an insurer at a satisfactory level. The courses are mandatory for all Honours students;
- Loss models (formulation and validation) are taught in MATH 4280. In addition, this course also introduces the modern perception of risk measurement and solvency within financial conglomerates. In this latter respect, the students learn to classify popular risk measures with respect to their theoretical properties and relevance to real world situations. The use of the Value-at-Risk risk measure, which has been a trade mark of the finance industry for roughly speaking the past century, is criticized and linked to the 2007 – 2008 world financial crisis. Coherent risk measures are introduced as possible, but not unique alternative. The course is mandatory in all Honours degrees;
- Ruin theory, a multi-period generalization of specific risk measurement elements, taught in MATH 4280, is introduced in MATH 4281. We note in passing, that this course is mandatory for the all Honours students;
- Credibility theory, a method widely employed by actuaries to conduct prospective experience rating, is taught in MATH 4281;
- Some relevant methods that are borrowed from other disciplines, e.g., the theory of option pricing, the Monte Carlo simulation techniques, regression analysis, numerical methods in finance are taught in MATH 2281, MATH 4930, MATH 3330 and MATH 4141, respectively.

(a.3) *Application of knowledge.* Both the Honours and Specialized Honours BA degrees in actuarial science have a significant theoretical core comprising fundamental courses in mathematics, statistics, economics, and corporate finance. Many of these courses follow a quite rigorous formal approach, which aims at developing a good analytic capacity in all graduates. However, the professional actuarial exams are based on real world problems, and they are numerical in their nature. To close the gap York curriculum has:

- One hour weekly faculty lead tutorials in each one of MATH 280/3281/4280/4281. These tutorials intensively deal with the numerical problems solving. The problems are taken either directly from appropriate professional exams or from recommended text- books. The tutorials are mandatory to all Honours students;
- Although MATH 2280/2281 do not have dedicated tutorials, a considerable part of the courses is devoted to real world problems solving. Once again, the corresponding professional exams and textbooks are used as sources;
- Numerical techniques in mathematical finance are taught in MATH 4143, which is a mandatory course for all specialized Honours students, and it is open to other students. The course extensively employs MATLAB software to price such financial derivatives as the European, American and barrier options, futures, forwards. The concept of no-arbitrage pricing is discussed and elucidated with examples. The problem of portfolio optimization is attacked with the help of appropriate programming methods. At the end of the course, the students work on individual projects, in which they solve numerical problems, write a MATLAB code, prepare and present corresponding reports;
- applications of the Monte Carlo methods are covered in MATH 4931. In AC and finance, the Monte Carlo methods are used to simulate the various sources of uncertainty that affect the values of, e.g., policies, instruments, portfolios or investments in question. These simulations are then employed to calculate a representative value. At the end of the course, the students are challenged with individual projects, in which they code a program in the R software to mimic real world phenomena of interest;
- Applied statistics techniques, such as hypothesis testing, prediction and regression are often used by actuaries for pricing, reserving and risk management. These and other statistical methods are discussed in MATH 3330, which is a requirement in all Honours degrees. For instance, regression can be used to determine insurance prices for a multi- line insurance business. Indeed, in competitive markets insurance companies do not use the same price for all insureds. The problem is known as adverse selection. Using an appropriate set of explanatory variables, regression-based classification systems can be developed so that each person insured pays his or her fair share;
- Studies of growth and change are often best described by differential equations. These are discussed in MATH 2270, which is a mandatory course for all Specialized Honours students. Actuarial applications of differential equations include, but are not restricted to the study of population growth (logistic differential equation), insurance policy values (Thiele's differential equation), the well-known Black and Scholes pricing model (heat-like differential equation);

- MATH 1200 is a basic problem solving course, which aims at helping the students to develop the ability to attack a broad variety of mathematical problems, and to analyze the solutions for effectiveness. All Honours students must take this course.

(b) *Communication skills.* The curriculum is designed to steadily cultivate students' communication skills. More specifically, AP/WRIT 1702 looks into best practices of writing, AP/MODR 1770 6.00 teaches to write persuasively and argue strategically, MATH

1200/2280/4280 all develop the capacity to communicate quantitative contexts clearly to peers, MATH 3330 has a built-in project on real data analysis for fostering data analysis skills and presentation skills. Team work is encouraged in all upper level AC courses, i.e., in MATH 3280/3281/4280/4281. Last but not least, the general education courses embedded in all Honours degrees are writing intensive, and they therefore develop students' ability to communicate their ideas in writing clearly.

(c) *Awareness and limitations of knowledge.* The somewhat precarious solvency status of many modern pension funds is an alive illustration of the limitations of knowledge in AC.

- All upper level AC course, i.e., MATH 3280/3281/4280/4281, commence by reiterating to the students the difference between the real world and the formal model, describing it. Each model is introduced in conjunction with its underlying assumptions, and thus its appropriateness, as well as its pros and cons, are communicated to the students;
- The computing power is another limitation which is made clear to the Specialized Honours students in MATH 4143. The graduates should be aware of the numerical complexity inherent in a variety of solutions, and the advantages of the analytic solutions, if these are obtainable;
- Limitations of cognate areas are discussed in the corresponding courses. For instance, in MATH 1131, the discussion of confidence interval and two types of errors associated with hypothesis testing manifest the limitation of the statistical inference procedures.

(d) *Autonomy and professional capacity.*

- The actuarial code of conduct is communicated to the students in all programs in MATH 3280 and then reiterated in MATH 4280;
- To cultivate students collaboration skills, MATH 1200, MATH 2280, MATH 3330, MATH 4280 require students to work effectively with peers and hence exercise the initiative, the personal responsibility and decision making skills in complex settings;
- Top students have opportunities of internship placements, where they can partake in the real world actuarial decisions making process;

- AC is a rapidly evolving discipline that is advancing constantly under the influence of other disciplines and finance industry demands. The 3rd and 4th year courses provide students with the state-of-the-art developments of relevant methodologies and knowledge. This makes the graduates into autonomous professionals having solid foundations, significant learning capacities and abilities to successfully adapt to the changing environment.

To conclude, our main goal is to prepare the students for a successful career in AC. For this, we have the following mapping between York AC courses and the SoA exams:

York AC Courses	SoA Exams
MATH 1300, 1310, 2310, 2030, 2131, 1131	Exam P
MATH 1021, 2280, 2281	Exams FM and MFE
MATH 3280, 3281, 4430 (or 4431)	Exam MLC
MATH 3131 3132, 4280, 4281, 4931	Exam C
MATH 1000, 1010	VEE Economics
ECON 4400 4410	VEE Corporate Finance
MATH 3330, 4130 B	VEE Applied Statistics

9. Consultations

The changes have been approved by the Mathematics and Statistics Council. In addition, Dr Brian Huss, Coordinator of the Modes of Reasoning program confirmed that the MODR program is able to accommodate the AC students in its courses. Dr. Kerry Doyle, Undergraduate Program Director of the Writing Department, also confirmed that it is able to accommodate the AC students. Dr Antonella Valeo, the ESL course coordinator, offered confirmation of space for AC students in the course.

The changes will not have an impact on any other units.

10. Changes in admissions requirements

The new AC major will have same admission requirements as the existing MATC program. Specifically, they are (or equivalent):

Ontario Secondary School Diploma (OSSD)

ENG4U

MHF4U

And four additional 4U or M courses; within which MCV4U is recommended

11. Resource implications: The courses for the stand alone majors are all existing ones and, therefore, no additional resources are required.

12. Change in mode of delivery: No changes.

13. Assessment of teaching and learning: No changes.

14. Accommodation of the current students in the program / Impact of the closures

All students currently enrolled in MATC will be accommodated to ease the transition.

More specifically:

- All AC students will be able to complete their MATC BA degree program using the original (year of admission) University Calendar with no restriction of time. The students who started in MATC after 2010 will be offered to graduate with either Bachelor's in MATC or Bachelor's in AC;
- All Operations Research (OR) students will be able to complete their degree based on the original (year of admission) University Calendar with no restriction of time;
- All 90-credit BA students will be able to complete their degree based on the original (year of admission) University Calendar with no restrictions of time;
- All Honours MATC students who will not be able to maintain the required cumulative GPA after the new AC major comes into effect, will have the choice to either graduate with a 90-credit BA in either MATC or Statistics.

TABLE 1. Old versus new Specialized Honours B.A. in AC

Specialized Honours AC old	Specialized Honours AC new
General education requirements (24 credits)	
24 credits in HUMA, MODR, NATS, SOSC	AP/WRIT 1702 6.00 (or AP/ESL 1010 3.00 and AP/ESL 1015 3.00), AP/MODR 1770 6.00; 12 credits in NATS, SOSC
Suggested elective courses (18 credits)	
AP/ECON 1000 3.00; AP/ECON 1010 3.00; AP/ECON 2300 3.00; AP/ECON 2350 3.00; AP/ECON 4400 3.00; AP/ECON 4410 3.00;	AP/ECON 1000 3.00; AP/ECON 1010 3.00; AP/ECON 2300 3.00 AP/ECON 2350 3.00; AP/ECON 4400 3.00; AP/ECON 4410 3.00
Mathematics/Statistics core courses (24 credits)	
SC/MATH 1131 3.00; SC/MATH 1200 3.00; SC/MATH 1300 3.00; SC/MATH 1310 3.00; SC/MATH 1021 3.00; SC/MATH 2022 3.00; SC/MATH 2030 3.00; SC/MATH 2310 3.00	SC/MATH 1131 3.00; SC/MATH 1200 3.00; SC/MATH 1300 3.00; SC/MATH 1310 3.00; SC/MATH 1021 3.00; SC/MATH 2022 3.00; SC/MATH 2030 3.00; SC/MATH 2310 3.00
Major courses (54 credits)	
EECS 1560 3.00; SC/MATH 2280 3.00; SC/MATH 2001 3.00; SC/MATH 2031 1.00; SC/MATH 2131 3.00; SC/MATH 2281 3.00; SC/MATH 2270 3.00; SC/MATH 3131 3.00, SC/MATH 3280 3.00; SC/MATH 3330 3.00; SC/MATH 4430 3.00 (or SC/MATH 4431 3.00); SC/MATH 3132 3.00; SC/MATH 3281 3.00; SC/MATH 4280 3.00; SC/MATH 4130B 3.00; SC/MATH 4281 3.00; SC/MATH 4143 3.00	EECS 1560 3.00; SC/MATH 2280 3.00; SC/MATH 2001 3.00; SC/MATH 2031 1.00 ; SC/MATH 2131 3.00; SC/MATH 2281 3.00; SC/MATH 2270 3.00; SC/MATH 3131 3.00, SC/MATH 3280 3.00; SC/MATH 3330 3.00; SC/MATH 4430 3.00 (or SC/MATH 4431 3.00); SC/MATH 3132 3.00; SC/MATH 3281 3.00; SC/MATH 4280 3.00; SC/MATH 4130B 3.00; SC/MATH 4281 3.00; SC/MATH 4143 3.00

TABLE 2. Old versus new Honours B.A. in AC

Honours AC old	Honours AC new
General education requirements (24 credits)	
24 credits in HUMA, MODR, NATS, SOSC	AP/WRIT 1702 6.00 (or AP/ESL 1010 3.00 and AP/ESL 1015 3.00); AP/MODR 1770 6.00; 12 credits in NATS, SOSC
Suggested elective courses (18 credits)	
AP/ECON 1000 3.00; AP/ECON 1010 3.00; AP/ECON 2300 3.00; AP/ECON 2350 3.00; AP/ECON 4400 3.00; AP/ECON 4410 3.00	AP/ECON 1000 3.00; AP/ECON 1010 3.00; AP/ECON 2300 3.00; AP/ECON 2350 3.00; AP/ECON 4400 3.00; AP/ECON 4410 3.00
Mathematics/Statistics core courses (24 credits)	
SC/MATH 1131 3.00; SC/MATH 1200 3.00; SC/MATH 1300 3.00; SC/MATH 1310 3.00; SC/MATH 1021 3.00; SC/MATH 2022 3.00; SC/MATH 2030 3.00; SC/MATH 2310 3.00	SC/MATH 1131 3.00; SC/MATH 1200 3.00; SC/MATH 1300 3.00; SC/MATH 1310 3.00; SC/MATH 1021 3.00; SC/MATH 2022 3.00; SC/MATH 2030 3.00; SC/MATH 2310 3.00
Major courses (54 credits)	
SC/MATH 2280 3.00; SC/MATH 2031 1.00; SC/MATH 2131 3.00; EECS 1560 3.00; SC/MATH 3131 3.00, SC/MATH 3280 3.00; SC/MATH 3330 3.00; SC/MATH 4430 3.00 (or SC/MATH 4431 3.00); SC/MATH 3281 3.00; SC/MATH 4280 3.00; SC/MATH 4130B 3.00;	SC/MATH 2280 3.00; SC/MATH 2031 1.00 ; SC/MATH 2131 3.00; SC/MATH 2281 3.00 ; EECS 1560 3.00; SC/MATH 3131 3.00, SC/MATH 3280 3.00; SC/MATH 3330 3.00; SC/MATH 4430 3.00 (or SC/MATH 4431 3.00); SC/MATH 3132 3.00 ; SC/MATH 3281 3.00; SC/MATH 4280 3.00; SC/MATH 4130B 3.00 SC/MATH 4281 3.00

Proposal for an Undergraduate Certificate in Actuarial Science

1. Introduction

Actuarial Science (AC) is the area of mathematics that applies quantitative methods to assess risks in the insurance and finance industries. It became a formal discipline in the late 17th century, when the increased demand for such long-term insurance products as life insurances, annuities and burials expenses coverages emerged. Since then and for a long time, actuaries have been mainly interested in studying the present monetary value of future obligations as well as the variability of these present values in the contexts of life and health, property and casualty insurances, pension funds and social wealth-fare programs. Today actuaries are also being employed in the areas of enterprise risk management, and even in general finance and investment. Overall, the importance of AC is evident from numerous empirical studies, which conclude that a sound national insurance market is an essential characteristic of economic growth.

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

We propose to create a 36-credit Undergraduate Certificate in Actuarial Science. It is proposed to be offered as both a concurrent and consecutive (direct-entry) certificate, to be housed in the Department of Mathematics and Statistics, Faculty of Science. The certificate will not be open to York students majoring in Actuarial Science.

On the question of the category of certificate, the intent of this certificate best aligns with the definition of a Professional Certificate as established in the Senate Undergraduate Certificate legislation; that is:

A series of courses that build specific skills and/or competencies often related to a professional expertise such as might be recognized by an external professional body.

The minimum standard for a Professional Certificate is “[n]ormally 24 credits, 18 credits of which would be at the 3000-level or above.” The Senate legislation also states that “ASCP will consider variations to these minimum standards for certificates designed to meet specialized needs or requirements of particular professions.” Noting that at 36, the total number of credits for this certificate exceeds the minimum number of 24, that at 15 credits it is just 3 shy of the minimum number of 3000-level credits, and that the certificate is geared to meeting the requirements for recognition by an external professional body and industry, it is requested that the flexibility afforded in the Senate legislation be exercised in this case to categorize the Certificate in Actuarial Science as a Professional Certificate.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The name of the certificate reflects perfectly upon its nature and is entirely in line with what comparable programs of study are called presently.

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

We propose to create an Undergraduate Certificate in Actuarial Science for York students with a strong quantitative background (e.g., students from various Departments within the Lassonde School of Engineering, Physics and Astronomy), as well as for career changers from outside of the University.

We note that the graduates will be able to obtain exemptions from some of the professional requirements of the Society of Actuaries (SoA). More specifically, those of the students who pass the ECON 1000/1010 sequence with at least B standing will be able to apply for an exemption from the Validation by Educational Experience (VEE) in Economics of the SoA. The students who choose to complement MATH 3330 with MATH 4130B and also pass these two courses with at least B standing, will be able to obtain the VEE exemption in Applied Statistics.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

The proposed change is very well aligned with the University / Faculty goals. For instance:

(a) Innovative quality programs for academic excellence. The Certificate is unique in Canada, with a limited version being offered by the University of New Brunswick. We do not know of any other school that has a similar program of study.

(b) Enhanced quality in teaching and student learning. The students enrolled in the Certificate will be able to enjoy the numerous experiential learning opportunities that exist for the students interested in research or applications in the area of AC. We note in this respect, that the placement rates with just Sun Life Financial have been very good so far (six undergraduate students in 2015-2016, and ten undergraduate students in 2016-2017). We hope to have more placements within Mercer (an interviewing event on campus is scheduled in late March), and via the Risk and Insurance Management Society (RIMS) (we hosted Mari-Jo Hill, a professional member of the RIMS in November 2016, and some discussions started). In addition, Risk and Insurance Studies Centre (RISC) York - a recently proposed Organized Research Unit that will pursue a holistic approach to the field of Insurance and related topics, will engage the AC Certificate students in its research projects.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

Similar certificates are, e.g., Professional Certificate in Accounting, and Professional Certificate in Emergency Management offered by the Faculty of Liberal Arts and Professional Studies. Unlike the aforementioned certificates, the proposed certificate will have the flexibility of both a direct-entry and a concurrent one, and as such, in general, it will not require to be completed concurrently with an undergraduate degree. The direct-entry option is to meet the need and demand of the external (to the University) population of career-changers; the concurrent option is targeted for internal students, who wish to pursue a career in insurance or financial risk management.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

We note at the outset that due to the CNBC list of best jobs in North America, actuary was ranked 1st in 2010/2013/2015 as well as 2nd and 4th in 2009/2012 and 2014, respectively. According to Service Canada, the national unemployment rates for actuaries were nil in 2001 - 2007, very low in 2009 - 2011, and the job prospects are good with the number of actuaries expected to grow significantly. The situation is echoed internationally, as the tightening of the global insurance/banking regulations have resulted in a significant diversification of the fields in which actuaries work. Therefore, the demand for AC has been sustainably high, and does not seem to decline in the foreseeable future.

Speaking generally, AC is very interdisciplinary in its nature, and not surprisingly, therefore, practicing actuaries often have diverse educational backgrounds, e.g., Mathematics, Statistics, Engineering, Physics, Economics, Business, Biology, and even Medicine. Specifically, at York we have observed numerous evidences of interest in AC outside of the Department of Mathematics and Statistics (DMS), and beyond the Faculty of Science. In addition, there have been many career changers, seeking to join the field of insurance.

However, the Honours and Specialized Honours BA degrees in AC are very intense subject-wise (required courses span all of Mathematics, Statistics, and Economics), and time-wise (four years of full-time studies are necessary). An Undergraduate Certificate in AC (36 credits in total) is to provide a natural and concise response to the internal and external demand (see, 3.2 above for employment prospects; also, 2.2.(b)). The Certificate can be completed in one or two years, depending on the student's background.

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The Certificate is to start in 2017-2018. It is hard to give a projection of the intake at this point. We hope to have at least 10 students every year for the first three years.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

York University students may earn a Certificate in AC concurrently with fulfillment of the requirements for a Bachelors degree. This certificate is also available as a stand alone Certificate for students who already hold a Bachelors degree from an accredited institution, who are admissible according to Faculty and University policies, and whose previous studies satisfy the Certificate's admission requirements.

To qualify for the Certificate in Actuarial Science, students must complete 36 credits from the list of approved courses including:

Year 1.

- AP/ECON 1000 3.00; AP/ECON 1010 3.00 - this requirement can be waived if the assessment of student's past academic credentials reveals that the topics were covered at a satisfactory level, which is of particular relevance to Degree Holders in Economics*;
- SC/MATH 2015 3.00 (or SC/MATH 2310 3.00) - this requirement can be waived if the assessment of student's past academic credentials reveals that the topics were covered at a satisfactory level, which is of particular relevance to Degree Holders in Mathematics/Statistics*;
- SC/MATH 2030 3.00; SC/MATH 2131 3.00 - this requirement can be waived if the assessment of student's past academic credentials reveals that the topics were covered at a satisfactory level, which is of particular relevance to Degree Holders in Statistics*;
- SC/MATH 2280 3.00; SC/MATH 2281 3.00.

Year 2.

- SC/MATH 3280 3.00; SC/MATH 3281 3.00; SC/MATH 4280 3.00; SC/MATH 4281 3.00; SC/MATH 3330 3.00.

_* When some of the required courses are transferred from previous studies, the students may decide to complement the course requirements above with the courses from the list below

- SC/MATH 3131 3.00; SC/MATH 4130B; SC/MATH 4430 3.00 (or SC/MATH 4431 3.00); SC/MATH 4931B 3.00;
- AP/ECON 2300 3.00; AP/ECON 2350 3.00; AP/ECON 4400 3.00; AP/ECON 4410 3.00.

The rationale for this would be, e.g., obtaining at a latter stage some of the VEE exemptions of the SoA. However, the students will have the flexibility to use their transfer credits towards the graduation with the Certificate in AC. When this option is pursued, all of MATH 2280/2281/3280/3281/4280/4281 must be taken at York.

The cumulative grade point average in all 36 credits at York University must be at least 4.00

The learning objectives of the new Certificate in AC will put the emphasis on the preparation for a successful career in the area of AC and Financial Risk Management.

The learning outcomes of the new AC program span all the items listed below:

(a) Depth and breadth of knowledge, knowledge of methodologies, and application of knowledge. Graduates are expected to have a critical understanding of the fundamental concepts of the disciplines, various methodologies and applications. More precisely, they should be able to:

- display satisfactory knowledge of the mathematical foundations of AC for a well-developed capacity to perform analyses leading, e.g., to finding exact where possible and approximate where necessary solutions to problems, assessing these solutions for efficiency, determining whether better solutions are obtainable, etc. Briefly speaking, this part of the curriculum provides the graduates with the basic tools required to understand the existing formal models and to develop new ones;
- demonstrate basic grounding in the concepts and skills of notions of statistical theory, such as, e.g., variability and its impact on decision making, data quality and ways to measure the quality of data, modelling and stages involved in it. This part of the curriculum is to ensure that the graduates grasp not only the ways of setting up quantitative models to describe phenomena of interest in AC, but also deeply comprehend these models' further fitting, validation, comparison and improvements;
- show basic conception of the notions of the microeconomic principles underlying financial markets and instruments, as well as the macroeconomic role of AC. This part of the curriculum aims at exposing the graduates to an alternative (economic) perception of the notion of risk, and it depicts a broader picture of modern societies with the AC being an inevitably important building block.

(b) Communication skills. Graduates will have shown the ability to collect, assemble, analyze and present information, arguments and analyses to a range of audiences including colleagues and team members, faculty.

(c) Awareness and limitations of knowledge. Graduates will have displayed a substantial understanding of the limitations of what AC can and cannot do, and the ability to distinguish between what it inherently cannot accomplish from what it might be able to achieve in the future with advances of scientific methodologies and computing.

(d) Autonomy and professional capacity. Graduates will show an appreciation and ability to take legal and ethical implications into account, to demonstrate professionalism, to

manage both independent and team projects effectively, and to learn independently through research and other means.

We further map the aforementioned learning outcomes to the courses offered in the Certificate in AC.

(a.1) Depth and breadth of knowledge. The essential and foundational elements of the discipline are first conveyed by two sets of courses in the mathematical foundations of AC, and in the specifics of basic AC.

- The mathematical foundations of AC are taught in differential and integral calculus with applications (MATH 2015 or MATH 2310), mathematical statistics (MATH 2030/2131). In addition, students who lack the required background in calculus will be asked to complete MATH 1300/1310 . Also, those students who lack background in elementary statistics, will be asked to complete MATH 1131. All of the above will prepare the graduates for Exam P of the SoA;
- Classical foundations of AC are taught in the mathematical theory of interest (MATH 2280) and the mathematics of life contingencies 1 (MATH 3280). The former introduces elementary, but pivotally important objects such as time value of money, annuities with non-contingent payments, loans and bonds, while the latter exposes the graduates to the aspects of mathematical modeling of the future life-time of an individual, or more generally, of a group of individuals having independent or interdependent future life-times, and it also extensively employs the International Actuarial Notation (IAN), the language actuaries have been using for years. The courses are essential for passing the SoA Exams FM and MLC.

Then, building on the pillars above, the following courses introduce a number of modern concepts of the AC curriculum:

- The mathematics of life contingencies II (MATH 3281) exposes the students to the world of life insurance, a prominent and arguably the oldest area of application of AC. Notions of assurances and annuities with contingent payments are treated probabilistically and with the help of the topics learned in MATH 2131/2280/3280. The students explore ways to measure and price actuarial risks, as well as to maintain the reserves of insurance companies in accordance with regulation requirements. The course prepares the graduates for passing Exam MLC of the SoA;
- Risk theory 1 (MATH 4280) aims at non-life (property and casualty) aspects of AC as well as at the discipline's newer role in enterprise risk management. The goals of the course are twofold in this respect: the graduates first learn to model the frequency and severity of insurance risks and to assess the adequateness of their models, and they study risk measurement and pricing of insurance risks thereafter. MATH 4281, covers some material required for Exam C of the SoA;
- Data analysis employing regression models (MATH 3330) exposes the students to a variety of techniques in Applied Statistics.
- Basic economics core courses that are relevant to AC, i.e., microeconomic and macroeconomic theories (ECON 1000/1010/) can be used to satisfy the VEE requirement in Economics of the SOA.

(a.2) Knowledge of methodologies. The curriculum provides ample opportunities to comprehend both classic and modern AC methodologies. More specifically,

- General life insurance liabilities are thoroughly covered in the sequence MATH 3280/3281. Noticeably, keeping in step with the present days' developments and their implications, the courses additionally introduce the idea of interdependent risks that has long been unfairly abandoned by practitioners. The students explore various probabilistic models describing dependent risks and learn how to appraise these risks effectively to maintain the solvency of an insurer at a satisfactory level.
- Loss models (formulation and validation) are taught in MATH 4280. In addition, this course also introduces the modern perception of risk measurement and solvency within financial conglomerates. In this latter respect, the students learn to classify popular risk measures with respect to their theoretical properties and relevance to real world situations. The use of the Value-at-Risk risk measure, which has been a trade mark of the finance industry for roughly speaking the past century, is criticized and linked to the 2007 – 2008 world financial crisis. Coherent risk measures are introduced as possible, but not unique alternative.
- Ruin theory, a multi-period generalization of specific risk measurement elements, taught in MATH 4280, is introduced in MATH 4281.
- Credibility theory, a method widely employed by actuaries to conduct prospective experience rating, is taught in MATH 4281;
- Some relevant methods that are borrowed from other disciplines, e.g., the theory of option pricing, regression analysis, are taught in MATH 2281, and MATH 3330, respectively.

(a.3) Application of knowledge. Professional actuarial exams are based on real world problems, and they are numerical in their nature. To deal with the SoA exam problems our curriculum has:

- One hour weekly faculty led tutorials in each one of MATH 3280/3281/4280/4281. These tutorials intensively deal with the numerical problems solving. The problems are taken either directly from appropriate professional exams or from recommended text- books.
- Although MATH 2280/2281 do not have dedicated tutorials, a considerable part of the courses is devoted to real world problems solving. Once again, the corresponding professional exams and textbooks are used as sources;
- Applied statistics techniques, such as hypothesis testing, prediction and regression are often used by actuaries for pricing, reserving and risk management. These and other statistical methods are discussed in MATH 3330. For instance, regression can be used to determine insurance prices for a multi-line insurance business. Indeed, in competitive markets insurance companies do not use the same price for all insureds. The problem is known as adverse selection. Using an appropriate set of explanatory variables, regression-based classification systems can be developed so that each person insured pays his or her fair share.

(b) Communication skills. MATH 2280/4280 all develop the capacity to communicate quantitative contexts clearly to peers, MATH 3330 has a built-in project on real data analysis for fostering data analysis skills and presentation skills. Team work is encouraged in all upper level AC courses, i.e., in MATH 3280/3281/4280/4281.

(c) Awareness and limitations of knowledge. The somewhat precarious solvency status of many modern pension funds is a live illustration of the limitations of knowledge in AC.

- All upper level AC course, i.e., MATH 3280/3281/4280/4281, commence by reiterating to the students the difference between the real world and the formal model, describing it. Each model is introduced in conjunction with its underlying assumptions, and thus its appropriateness, as well as its pros and cons, are communicated to the students;
- Limitations of cognate areas are discussed in the corresponding courses. For instance, in MATH 2131, the discussion of confidence interval and two types of errors associated with hypothesis testing manifest the limitation of the statistical inference procedures.

(d) Autonomy and professional capacity.

- The actuarial code of conduct is communicated to the students in all programs in MATH 3280 and then reiterated in MATH 4280;
- To cultivate students collaboration skills, MATH 2280, MATH 3330, MATH 4280 require students to work effectively with peers and hence exercise the initiative, the personal responsibility and decision making skills in complex settings;
- Top students have opportunities of internship placements, where they can partake in the real world actuarial decisions making process;
- AC is a rapidly evolving discipline that is advancing constantly under the influence of other disciplines and finance industry demands. The 3rd and 4th year courses provide students with the state-of-the-art developments of relevant methodologies and knowledge. This makes the graduates into autonomous professionals having solid foundations, significant learning capacities and abilities to successfully adapt to the changing environment.

To conclude, our main goal is to prepare the students for a successful career in AC. For this, we have the following mapping between York AC courses and the SoA exams:

York AC Courses	SoA Exams
MATH 2030, 2131, 2310, and previous studies	Exam P
MATH 2280, 2281	Exams FM and MFE
MATH 3280, 3281	Parts of Exam MLC
MATH 4280, 4281	Parts of Exam C
ECON 1000, 1010	VEE Economics
MATH 3330	Parts of VEE Applied Statistics

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

We will employ the routinely used (in mathematical sciences) methods to assess the students' achievements, e.g., home assignments, quizzes, tests, and presentations.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course.

There are no new courses required to offer the certificate. The existing courses are listed below

AP/ECON 1000 3.00 – Introduction to Microeconomics.

Introduces the principles and methods of economics with emphasis on microeconomic theory. Topics include general and basic concepts of demand and supply, utility analysis and demand, production and costs, pricing in competitive and monopolistic markets, and government regulation. This course is offered by the Department of Economics at least once a year.

AP/ECON 1010 3.00 – Introduction to Macroeconomics.

Introduces the principles and methods of economics with emphasis on macroeconomic theory. Topics include basic models of national income and employment determination, fiscal policy, banking and monetary policy, the theory of international trade and finance, and contemporary macro-economic issues such as unemployment, inflation, and government budget policy. Prerequisites: ECON 1000 3.00. This course is offered by the Department of Economics at least once a year.

SC/MATH 2015 3.00 – Applied Multivariate and Vector Calculus.

Topics covered include partial derivatives; grad, div, curl and Laplacian operators; line and surface integrals; theorems of Gauss and Stokes; double and triple integrals in various coordinate systems; extrema and Taylor series for multivariate functions. Prerequisite: One of SC/MATH 1010 3.00, SC/MATH 1014 3.00, SC/MATH 1310 3.00; or SC/MATH 1505 6.00 plus permission of the course coordinator. This course is offered at least once a year by the Department of Mathematics and Statistics.

SC/MATH 2310 3.00 – Calculus of Several Variables with Applications.

Vector functions, partial derivatives, gradient, multiple integrals, line integrals, optimization, applications. Prerequisite: SC/MATH 1010 3.00 or SC/MATH 1014 3.00 or SC/MATH 1310 3.00. Students should have a knowledge of vector algebra in two and three dimensions. This course is offered at least once a year by the Department of Mathematics and Statistics.

SC/MATH 2030 3.00 – Elementary Probability

Introduction to the theory of probability as preparation for further study in either mathematical or applied probability and statistics. Topics include probability spaces, conditional probability, independence, random variables, distribution functions, expectation, Chebyshev's inequality, common distributions, moment-generating functions and limit theorems. Prerequisite: One of SC/MATH 1010 3.00, SC/MATH 1014

3.00, SC/MATH 1310 3.00. This course is offered at least once a year by the Department of Mathematics and Statistics.

SC/MATH 2131 – Introduction to Statistics 2

This course is a continuation of MATH 2030 3.00. It provides students with an introduction to statistical methods with an emphasis on applications using continuous probability models. Prerequisites: SC/MATH 1131 3.00; SC/MATH 2030 3.00; SC/MATH 2015 3.00 or SC/MATH 2310 3.00. This course is offered at least once a year by the Department of Mathematics and Statistics.

SC/MATH 2280 3.00 – The Mathematical Theory of Interest.

Topics include measurement of interest, annuities, amortization of loans, bonds, sinking funds and depreciation. The course is at a level which will prepare students for the interest theory portion of the Society of Actuaries examinations. Prerequisite: SC/MATH 1010 3.00 or SC/MATH 1014 3.00 or SC/MATH 1310 3.00. This course is offered once a year by the Department of Mathematics and Statistics.

SC/MATH 2281 3.00 – Financial Economics.

A quantitative introduction to financial economics. The topics include arbitrage pricing theory, forwards and futures, American and European options, interest rate derivatives, yield curves, arbitrage hedging and pricing, put-call parity, arbitrage bounds, binomial model, Black-Scholes formula, risk-neutral valuation, trinomial model. The course ensures an adequate preparation for exam MFE of the Society of Actuaries. Prerequisites: SC/MATH 2280 3.00; SC/MATH 2030 3.00. This course is offered once a year by the Department of Mathematics and Statistics.

SC/MATH 3280 3.00 – Mathematics of Life Contingencies 1.

Probabilistic introduction to the mathematics of life contingencies. The course develops a theoretical basis for modeling the future lifetime of certain financial objects with an emphasis on insurance. Topics include international actuarial notation, life tables, life statuses, (multivariate) survival distributions, dependence, multiple decrement theory. The course ensures an adequate preparation for the MLC exam of the Society of Actuaries. Prerequisites : SC/ MATH 2131 3.00. This course is offered once a year by the Department of Mathematics and Statistics.

SC/MATH 3281 3.00 – Mathematics of Life Contingencies 2.

Intermediate level course on the mathematics of life contingencies. The course builds on SC/MATH 3280 3.00 and develops theoretical basis for pricing and supporting life-contingent products. Topics include economics of insurance, general insurances and annuities, (benefit) premiums and reserves, analysis of reserves, Hattendorf's theorem. The course ensures an adequate preparation for the MLC exam of the Society of Actuaries. Prerequisite: SC/MATH 3280 3.00. This course is offered once a year by the Department of Mathematics and Statistics.

SC/MATH 4280 3.00 – Risk Theory – Loss Models and Risk Measures.

A comprehensive introduction to the single-period mathematical risk theory. The course explores approaches to modeling and measuring (insurance) risks. Topics include (univariate) distribution theory: exponential dispersion models, elliptical distributions,

(a,b,k,) class, heavy-tailness; risk measurement: Value-at-Risk, Expected Shortfall, coherency; policy modifications: deductibles, (co)insurance, limits. The course ensures an adequate preparation for the C exam of the Society of Actuaries. Three lecture hours per week plus one hour of faculty led tutorials per week. Prerequisite: SC/MATH 2131 3.00. This course is offered once a year by the Department of Mathematics and Statistics.

SC/MATH 4281 3.00 – Risk Theory – Ruin and Credibility.

A comprehensive introduction to intermediate - level mathematical risk theory. The course on the one hand introduces a dynamic approach to risk measurement, and on the other develops the notion of prospective experience rating. Topics include probability of ruin, adjustment coefficient, Lundberg's inequality, credibility theory, simulation. The course ensures an adequate preparation for exam C of the Society of Actuaries. Prerequisite: SC/MATH 2131 3.00. This course is offered once a year by the Department of Mathematics and Statistics.

SC/MATH 3330 3.00 – Regression Analysis.

Simple regression analysis, multiple regression analysis, matrix form of the multiple regression model, estimation, tests (t- and F-tests), multicollinearity and other problems encountered in regression, diagnostics, model building and variable selection, remedies for violations of regression assumptions. Prerequisites: One of SC/MATH 1131 3.00, SC/MATH 2570 3.00, HH/PSYC 2020 6.00, or equivalent; some acquaintance with matrix algebra (such as is provided in SC/MATH 1021 3.00, SC/MATH 1025 3.00, SC/MATH 1505 6.00, SC/MATH 1550 6.00, or SC/MATH 2221 3.00). This course is offered once a year by the Department of Mathematics and Statistics.

Other courses that might be of interest to the students in this Certificate (based on their previous academic background) are: SC/MATH 3131 3.00; SC/MATH 4130B; SC/MATH 4430 3.00 (or SC/MATH 4431 3.00); SC/MATH 4931B 3.00; AP/ECON 2300 3.00; AP/ECON 2350 3.00; AP/ECON 4400 3.00; AP/ECON 4410 3.00.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

All students (internal and external) who have taken calculus, statistics and linear algebra courses equivalent to the ones in the list below are admissible

- (1) Calculus - similar to SC/MATH 1013 3.00; SC/MATH 1014 3.00;
- (2) Statistics – similar to SC/MATH 1131 3.00; and
- (3) Linear Algebra - similar to SC/MATH 1025 3.00.

The students that lack some of the just-mentioned requirements, may choose to enroll in the required courses at York. This would be in addition to the 36 credits required by the Certificate.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

In the table below, we present the faculty members that are good candidates for teaching the AC courses: MATH 2280/2281/3280/3281/4280/4281.

Prof. Edward Furman	Stochastic dependence, risk measures
Prof. Hyejin Ku	Derivatives pricing/hedging, risk measures
Prof. Alexey Kuznetsov	Lévy processes, mathematical finance
Prof. Tom Salisbury	Brownian motion, retirement finance
Prof. Yang Shen	Asset pricing, risk management

No new resources are required to offer the certificate.

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

Not applicable.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

The students will be able to enjoy all the facilities that are used by York U students majoring Actuarial Science. More specifically, these are Club Infinity, MATH/STATS lab, MATH undergraduate computer lab, etc.

Support Statements

- from the Dean dean@yorku.ca

FACULTY OF SCIENCE

Alex Mills
Associate Dean - Students

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
sciadstu@yorku.ca
www.yorku.ca

Memorandum

To: Academic Standards, Curriculum & Pedagogy Committee

From: Alex Mills, Associate Dean - Students

Date: March 7, 2017

Subject: Resource Statement from Dean's Office for Actuarial Science Certificate.

I confirm that the Faculty of Science has reviewed the resource requirements for the Actuarial Science Certificate and that the Faculty has concluded they are minor. In any event, the Faculty of Science confirms that the Faculty is committed to providing the resources required (administrative, faculty, physical, financial) to manage the Certificate.

AM/js



\

York University

Major Modifications to Specialized Honours BFA

Program: AMPD, Cinema and Media Arts

Degree Designation: Specialized Honours BFA

Type of Modification: Additional degree stream

Submitted: February 9, 2017

Effective: FW 2017-2018

General Description

Over the past decade, many of the faculty members of the Department of Cinema and Media Arts have recognized that our practice has been undergoing a significant and irreversible transformation. Confronting a confluence of forces that include rapidly converging media platforms, evolving attitudes about what constitutes scholarly research, first-contact with students who are “digital natives,” new technologies, and the changing media culture that comes along with it. Film is less of a stand-alone field than ever before; it increasingly overlaps with other evolving areas: video games, mobile media, social media, streaming media distribution, 3D graphics and Computer Generated Imaging, and digital archiving.

Curiously, this change is less driven by technology itself than by the cultural effects of that technology. Our production area has had to carefully reconsider the impact of the digital revolution on the creative process. Our screenwriting area has had to think through the practice of storytelling in a splintering array platforms and genres, from games to web series to non-linear documentary and narrative. And while we are all facing this change together, there is perhaps no segment of our faculty who has confronted it more than those of us in the studies area. In the fields we teach, the way we teach them, and the attitudes and interests of the students we encounter, almost all of our studies faculty members have found themselves refashioning and remodelling what it means to think about and practice media critically. A large part of this growing acceptance has made apparent that scholarly academic writing is neither the only nor necessarily the best pedagogical method for teaching students to inhabit the world critically, and very many of us have started to approach the field of studies with innovative assignments that model experiential education. By incorporating assignments that might require students to collaborate on a multimedia digital publication, practice social justice by using social media to engage with a community, write a trans-media story meant to across film and game platforms, render 3D for animation, Virtual Reality (VR), or a gaming environment, or produce an interactive documentary, all of our studies courses have widely incorporated curricular changes in which students are invited to become critical thinkers by doing. With the powerful legacy of the discipline of cinema studies to draw from, many of us have begun to research, teach, and practice in this expanded field of media studies, media culture, and media industries, a field in which cinema is now an integrated

part.

Two years ago, our department changed its name from the Department of Film to the Department of Cinema and Media Arts. While this was meant to accurately reflect all of the ongoing changes mentioned above and helped project a more accurate description of what we actually do, the name change did not coincide with any curricular modification. While the dramatic change in our actual pedagogy at the individual and class-based levels was visible and demonstrable, it remained completely invisible in our overall stated curriculum. This major modification draws from all three of our existing undergraduate degrees and it is meant to reflect in our curriculum the profound changes that have already taken root in our teaching. It is designed to give students a coherent and legible path through the kinds of things they are already encountering in our new courses and pedagogic innovations. Developed almost entirely out of pre-existing courses, strengthened by a pair of new practicum courses in second and third year, and culminating in an industry placement and capstone requirement in year four, our revised requirements offer the curricular realization of the guiding pedagogical philosophy we call “critical media practice.” Critical media practice is a carefully considered approach to experiential education and blended learning offering our students flexible media skills that they can adapt to wide-ranging career goals. Critical media practice is a way of promoting the philosophy that the education of a new generation of thinker/makers is not grounded in a specific technical skill set, but rather in the integrated application of cultural literacy, artistic creation, and critical understanding of media to a given set of real world problems. We argue that this kind of approach, although perhaps not grounded in one of the established fine arts, is no less creative, expressive, visionary, or inventive, and therefore we feel strongly that the degree type awarded for students going through the program should be that of a BFA.

Recently, we have begun to encounter new types of students. These are students who are interested in working in media industries and who are invested in exploring a range of contemporary cutting edge media practices distinguished from the kind of studio based approaches integral to the production stream. These are students who are media literate and who are seeking proficiency in multiple, evolving and accessible modes of media making

To supplement our BFA in Production and Screenwriting and our BA in Film, the

Major Modification BFA Film, Media Arts Stream

Department of Cinema and Media Arts has developed an additional stream for the BFA in Film: the BFA in Film Media Arts Stream.. The Media Arts Stream represents an evolution of both scholarly and artistic practice in the area of Cinema and Media Arts and responds to the changing nature of our field and the avowed priorities of students coming into our current BA in Cinema & Media Studies (CMS). Students will learn a comparative perspective that synthesizes the historical, methodological, and theoretical approaches of visual media, cinema studies, performance studies, computer generated media and digital arts. In core courses students will learn the history, theory, and analytical methods associated with media arts alongside practical hands-on experience in the making of media arts projects situated across a diverse range of contemporary platforms. The framework of the new curriculum will hang on a series of flexible media practice courses that are taken concurrently with studies courses and that will culminate in a capstone project and a media industry placement course. With a broader and more expansive focus on multiple modes of contemporary media practice including television, Internet practices, mobile media, gaming, interactive media, and cutting edge new digital technologies such as 3D and virtual reality (VR), the stream blends both research practice (curatorial, producing and media-making) and the theoretical and historical investigation of contemporary media, especially screen based forms and social media.

Rationale for Proposed Changes

This stream grows directly out of the new directions in the BA in Cinema and Media Studies that we have been developing over the last several years, and which have included the launch of new courses in Transmedia Storytelling; the Business of Film; Media Industries; Introduction to Television; Interactive Documentary; Making Media; The Biology of Story; Making Digital Movies with Mobile Media; Television Studies; Digital Culture: History, Theory, Practice; Studies in Expanded Cinema; Games and Gaming; and New Directions in Cinema and Media. The name of the proposed new stream—Media Arts—signals how essential studio components of research/creation and media-making will be to the stream. New digital technologies including smart phones, low cost consumer HD cameras and inexpensive editing and design software for the production of games, interactive documentaries, and enriched websites now make it possible to engage students as creators as

well as thinkers—indeed, simultaneously as creators and thinkers through research creation methodologies—in modes that are less capital-intensive, more improvisational, and that allow for quick prototyping and experimentation. The overriding philosophy of the degree emphasizes collaboration, flexibility, resourcefulness, and problem solving across various platforms and modes of making and thinking about media. We will continue to offer the BA in Cinema and Media Studies for students who wish to pursue scholarly research exclusively, as well as the successful, exemplary and long-established BFA streams in Production and Screenwriting. Media Arts, however, will be a distinct stream, and a growth area that will include students who are invested in innovative pedagogical combination of theory and practice and the new frontiers of media production and research creation. The proposed BFA stream in Media Arts responds decisively to a large unmet demand for a combined theory/practice degree focused on contemporary media practices, new technologies, and experiential education opportunities in the creative industries. To preserve the distinction among the BFA in Production, Screenwriting, and Media Arts Streams, assignments and projects carried out in Media Arts stream will be clearly differentiated from the types of projects and assignments carried out in the Production and Screenwriting . It follows that, as Media Arts students will be working on different platforms from the BFA Production students, they will not have access to equipment designated for Production BFA students and that specific new equipment will be required for the Media Arts students (see detailed list in Resourcing section below).

The implementation of this curricular change provides a proactive and necessary reframing of the academic study of media that broadens its purview to a wider array of objects and practices while better preparing graduating students for employment within the expanded field of creative industries. The program addresses the very real problem of the high attrition rate of undergraduate BA majors by actively promoting a pedagogical framework of critical media practice, which is reflected in our modified learning outcomes below.

Alignment of Program Changes with Faculty and University Academic Plans

Major Modification BFA Film, Media Arts Stream

A Media Arts Stream aligns well with the University Strategic Mandate Agreement (SMA) in its curricular emphasis on “digital media and cultures,” a key university priority recognized by the provincial government. The Media Arts Stream extends several priorities of the University Academic Plan (UAP), including York’s longstanding pedagogic goal of nurturing ‘creative and critical skills’ for a range of students who are artists, theorists and critical practitioners. “Community partnership” (SMA p.3) is an essential element of the degree as we continue to partner with organizations such as TIFF, Cinespace, Reel Asian, Regent Park Film Festival, ImagineNative, and many other arts groups as consultants, guest speakers, and field placement partners. Providing a series of courses that merge theory, practice and community engagement will expand our commitment to “social and pedagogic innovation” (SMA p.3). Students in the Media Arts Stream will graduate and find work in the media industry sector in the GTA and abroad in a variety of functions as production staff, curators, programmers, screenwriters, archivists, producers, and makers who provide powerful and innovative “contribution[s] to the knowledge economy.”

The modified degree responds to frequent consultations with our undergraduate BA students during our Cyclical Program Review (CPR) who clearly indicated their desire for “more hands-on” studio courses and more opportunities for experiential education. Prof. Marchessault conducted a survey of 56 students in the Cinema and Media Studies required course New Directions in CMS (CMA 3230), in which students were asked to comment on their degree of interest in a more hands-on Media Arts concentration in CMS. This survey revealed that 78% were “very” interested in that option. Traditionally, many of the students in the BA in CMS have entered the BA as a ‘default’ degree when they have not gained acceptance into the highly competitive production stream, with the result that retention in the BA has been an ongoing concern. A Media Arts Stream that directly responds to students’ desire for accessible media-making courses will address that issue, and we believe an initial target of 40 students per year entering this new stream, with the objective of gradually increasing to 80, to be entirely realistic given the indices of demand and the historical strength and strong profile of the Department.

Outline of Learning Outcomes

MEDIA ARTS UUDLES

For this Specialized Honours BFA in Film, the learning outcomes have been designed to correspond with

- a) Bachelor of Arts in Cinema & Media Arts learning outcomes (also listed below for reference) <http://cma.ampd.yorku.ca/programs/undergraduate/bfa-production/learning-objectives/>

Through a core foundation of required courses, the Media Arts Stream will specifically provide students with the following:

DLE	Learning Outcomes<	Indicators of Achievement	Relevant courses, Academic requirement
1. Depth and Breadth of Knowledge	<p>The BFA in Film is awarded to students who demonstrate:</p> <p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in Film</p> <p>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the Film may intersect with fields in related disciplines</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to Film and Film and Film Studies</p> <p>d) Some detailed knowledge in an area of Film</p> <p>e) Critical thinking and analytical skills inside and outside the discipline of Film; and</p> <p>f) Ability to apply learning from one or more areas outside the discipline of Film</p>	<p>Demonstrate advanced knowledge and critical understanding of the technological and creative processes involved in the production of film* works of all types.</p> <p>(*The use of the term “film” is understood to include film, standard and high definition video and digital cinema formats.)</p> <p>Analyze and discuss films of various genres and formal approaches in a range of theoretical and historical contexts.</p>	<p>FA/FILM 1001 3.0; 1400 6.00; FA/FILM 2001 3.0; FA/FILM 1120; FA/FILM 2200 3.00; FA/FILM 2230 3.0; FA/FILM 3001 3.0; FA/FILM 3200 3.0; 3230; FA/FILM 3205 3.00; FA/FILM 3401 3.00; FA/FILM 4190 3.0-6.0; FA/FILM 4901 6.0</p>
2. Knowledge of Methodologies	<p>The BFA in Film is awarded to students who demonstrate the ability to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</p> <p>b) devise and sustain arguments or solve</p>	<p>Approach filmmaking practice as a means of storytelling, non-fiction narrative, and formal, technical and stylistic experimentation.</p>	<p>FA/FILM 1001 3.0; 1400 6.00; FA/FILM 2001 3.0; FA/FILM 1120; FA/FILM 2200 3.00; FA/FILM 2230 3.0; FA/FILM 3001 3.0; FA/FILM 3200 3.0;</p>

	problems using these methods.	Understand the professional requirements of all technical and creative roles involved in film production and post-production.	3230; FA/FILM 3205 3.00; FA/FILM 3401 3.00; FA/FILM 4190 3.0-6.0; FA/FILM 4901 6.0
3. Level of Application of Knowledge	<p>The BFA in Film is awarded to students who demonstrate the ability to:</p> <p>a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of Film; and</p> <p>The ability to use a basic range of established techniques to:</p> <p>a) analyze information; b) evaluate appropriateness of different approaches to solving problems related to Film; c) propose solutions; and d) make use of scholarly reviews and primary sources.</p>	<p>Make competent use of current tools (hardware and software) in the production and post-production of film works.</p> <p>Demonstrate creative and technical competence to a professional level in at least one area of film production (e.g. directing, cinematography, editing, sound, production management).</p>	FA/FILM 1001 3.0; 1400 6.00; FA/FILM 2001 3.0; FA/FILM 1120; FA/FILM 2200 3.00; FA/FILM 2230 3.0; FA/FILM 3001 3.0; FA/FILM 3200 3.0; 3230; FA/FILM 3205 3.00; FA/FILM 3401 3.00; FA/FILM 4190 3.0-6.0; FA/FILM 4901 6.0
4. Awareness of Limits of Knowledge	<p>The BFA in Film is awarded to students who demonstrate:</p> <p>An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.</p>	Use best practices for safety in all aspects of film production.	FA/FILM 2001 3.0; FA/FILM 1120; FA/FILM 2200 3.00; FA/FILM 2230 3.0; FA/FILM 3001 3.0; FA/FILM 3200 3.0; 3230; FA/FILM 3205 3.00; FA/FILM 3401 3.00; FA/FILM 4190 3.0-6.0; FA/FILM 4901 6.0
5. Level of Communication Skills	<p>The BFA in Film is awarded to studentss who demonstrate:</p> <p>The ability to communicate accurately and reliably, orally and in writing to a range of audiences.</p>	<p>Work collaboratively with others, including in a high-pressure production environment.</p> <p>Treat all those involved in the production process – including crew members, actors, documentary subjects, industry professionals and suppliers – respectfully and ethically.</p>	FA/FILM 1001 3.0; 1400 6.00; FA/FILM 2001 3.0; FA/FILM 1120; FA/FILM 2200 3.00; FA/FILM 2230 3.0; FA/FILM 3001 3.0; FA/FILM 3200 3.0; 3230; FA/FILM 3205 3.00; FA/FILM 3401 3.00; FA/FILM 4190 3.0-6.0; FA/FILM 4901 6.0

<p>6. Autonomy and Professional Capacity</p>	<p>The BFA in Film is awarded to students who demonstrate:</p> <p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of personal responsibility and decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p> <p>d) behaviour consistent with academic integrity and social responsibility.</p>	<p>Meet deadlines in all aspects of pre-production, production and post-production.</p> <p>Understand industry standards and be qualified for employment in a production or post-production environment.</p> <p>Identify the various professional associations, funding agencies, unions and corporate bodies involved in film production.</p>	<p>FA/FILM 1001 3.0; FA/FILM 1120; FA/FILM 2200 3.00; FA/FILM 2230 3.0; FA/FILM 3001 3.0; FA/FILM 3200 3.0; 3230; FA/FILM 3205 3.00; FA/FILM 3401 3.00; FA/FILM 4190 3.0-6.0; FA/FILM 4901 6.0</p>
---	--	--	--

Consultation Summary

To date the working group has reached out to or consulted with Dean Brixey of AMPD and the department Chairs where there is the most potential for overlap: Don Sinclair, Chair of the Department of Computational Arts; Brandon Vickard and Chair of Visual Art and Art History who are together developing a new joint program in Intermedia. I also consulted with Angela Norwood, Chair of Design, about putting one of their courses in our curriculum. All have expressed no reservation with us moving forward with our proposal and see no significant overlap with their existing degrees or proposed new programs.

Admission Requirements

New students

The admission requirements for the BFA Media Arts stream will include a required portfolio submission and a supplemental written application. To address the wide-ranging formats of

creative production in which the students will be involved, a broad range of options for inclusion in the portfolio will be offered. It should be noted that we are not seeking students based on their demonstrable proficiency in a specific creative area, but in their general capacity for critical practice and an ability to direct their creative faculties towards different kinds of problems and changing contexts. A GPA of a minimum of 75% will be required

Conversion of current students

As this is an additional stream that has not existed previously, there are no students currently enrolled. Current students enrolled in the department’s other degree streams who have completed no more than their first year of coursework will be given the option of transferring into the Media Arts Stream based on available and spaces and with permission of the department.

Enrolment Projections

It is likely that in the first year of the program our initial cohort for the Media Arts Stream will be largely comprised of switch offers given to incoming BFA applicants who were not accepted into the BFAs in production and screenwriting. Over time, as word of our program spreads through our marketing strategy, we project a steady growth in the number of direct applicants by approximately 10 students per year for the first five years. We will start our cohort at around 40 entrants in year one (plus the possibility additional admits from current students), and we intend to grow that number gradually to 80 students over the first five years it is offered to plateau at 80 students per year. At full capacity by year this program would have a projected number of majors at roughly 260 students.

We also anticipate that this stream will assist with retention of our BA in Cinema and Media Studies students. Students who are less satisfied with the BA may opt to switch to the Media Arts Stream and stay in our department for the full four years.

Year	2017	2018	2019	2020	2021
------	------	------	------	------	------

Annual intake	40	50	60	70	80
Total Majors	40	90	150	220	260

Stream Requirements

First Year: Introduction and foundations (12 credits)

- FA/FILM 1001 3.00 Making Media
- FA/FILM 1400 6.00 Film Art: An Introduction
- FA/FILM 1120 3.00 Introduction to Screenwriting

Second Year: Build cohort cohesion through full year media practice course (9 credits)

- FA/FILM 2001 6.00 Media Practice I

3 credits from:

- FA/FILM 2200 3.00 Cinema, Modernity, and Technology
- FA/FILM 2230 3.00 Film and Television as Social Practice
- FA/FILM 2120 3.00 Screenwriting Fundamentals

Third Year: Students complete an advanced practice course and self-direct through electives into their specialization (9 credits)

- FA/FILM 3001 3.00 Media Practice II

6 credits from

- FA/FILM 3200 3.00 New Waves in Cinema and Media Studies
- FA/FILM 3230 3.00 Contemporary Directions in Cinema and Media Studies
- FA/FILM 3205 3.00 Exploring Media Industries
- FA/FILM 3401 3.00 Canadian Cinema

Major Modification BFA Film, Media Arts Stream

Fourth Year: Placement and culminating capstone project taken as an independent study (9 credits between the two)

- FA/FILM 4190, 3.00 or 6.00 Field Placement (may also be taken in third year)
- FA/FILM 4901, 3.00 to 6.00 Media Practice Capstone

In addition to the above 39 credits, students must also complete:

- 3 additional credits at the 4000 level (not including field placement or capstone)
 - 9 additional credits in CMA at the 3000 level.
 - 9 elective credits chosen from the other departments in AMPD including (but not limited to) courses such as, FA/DATT 1939 3.0 and FA/DESN 1010 3.0
 - 6 credits from the FA/1900 3.00 series of courses, outside the CMA major
 - 18 credits of General Education courses: 6 credits from each of Humanities, Social Science and Natural Science (or approved substitutes)
 - 18 credits of non-AMPD electives
 - 18 free elective credits
- (From all of the above, one of the additional courses must be at the 4000 level.)

Resourcing

Equipment

The equipment requirements will involve a capital outlay for equipment the first year of the program, with some upgrades and additions every year. We will initially require digital camcorders, digital sound recorders, some computer hardware and software, and some other miscellaneous media technology. In contrast to the BFA in Production, the required equipment resources are comparatively light.

Staff

Studio technician: Part time position in the equipment room to oversee the logistics of equipment storage, upgrades and use by Media Arts students.

Major Modification BFA Film, Media Arts Stream

Academic

We are asking for a CLA position dedicated for two years as a bridge to faculty retirements and administrative appointments, and if we meet our Key Performance Indicators and our enrolment projections we would also like to ask for an additional full-time position within three years. None of these positions are required for us to run the new degree stream. The degree can currently be supported by our existing faculty compliment.

Space

A five-year renewable commitment to Atkinson Hall as a flexible classroom/maker-space.

SCHOOL OF THE ARTS,
MEDIA, PERFORMANCE &
DESIGN

Office of the Dean

201 | Goldfarb Centre for Fine
Arts
4700 KEELE ST
TORONTO ON
Canada
M3J 1P3
T 416 736 2100 x33881
F 416 736 5447
brixey@yorku.ca
<http://ampd.yorku.ca/>

February 10, 2017

Cheryl Underhill
Assistant Secretary to the University
University Secretariat, York University
Kaneff 1050
via email: underhil@yorku.ca

To All Reviewing Committees:

I am pleased to write in full support of the Department of Cinema and Media Arts proposal for a Major Modification to their current Honours BA Degree by adding a new degree stream in Media Arts.

The proposed BFA was collegially developed with input from across the department and Faculty, builds on the strengths of the unit and responds to UAP priorities by addressing York's longstanding pedagogic goal of nurturing 'creative and critical skills' for a range of students who are artists, theorists and critical practitioners. Further, it approaches degree and curriculum changes with an increasingly student centric approach, as well as focuses strongly on increasing access to high quality interdisciplinary programs in support new kinds of creative hybridization and innovation that is an emerging market for the arts.

The proposed BFA degree in Media Arts responds decisively to a large, well documented unmet demand for a combined theory/practice degree focused on contemporary media practices, new technologies, and experiential education opportunities in the creative industries. The proposal clearly preserves the valuable distinction between the BFA in Production and Screenwriting and the proposed BFA in Media Arts, by specialized assignments and projects carried out in the programme that focus on evolving areas such as: mobile media, social media, streaming media distribution, media industry partnerships, digital archiving and the cultural effects of the technology on the moving image as art. The program addresses the very real and current problem of the high attrition rate of undergraduate BA majors in CMA by actively promoting a pedagogical framework of critical media practice, which is reflected in the hybrid modified learning outcomes they have proposed.

The initial request for (start-up) resources is acceptable and my Office supports it. Future resource needs should not present a challenge as the department has scaled the targeted enrolments and teaching costs in such a way that they will be able to build a sustainable program. The department also has access to AMPD's competitive Strategic Technology Fund (which replaces the campus AEF program), allowing CMA annually to apply for innovation funds, that will support possible need to augment the revenue generated from the new program.



The new program not only provides exciting educational and creative opportunities for the students, but will increasingly expand community partnerships and experiential learning as an essential element of the new Degree. Partner organizations such as TIFF, Cinespace, Reel Asian, Regent Park Film Festival, ImagineNative, all help the program develop a unique environment to support York's unique interdisciplinary mission.

This program has my full support. Please contact me if there are any outstanding questions.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Shawn Brixey', with a stylized flourish at the end.

Shawn Brixey
Dean

Major Modifications Proposal Guidelines

1. Program: Biochemistry
 2. Degree Designation: BSc
 3. Type of Modification: Addition of a new degree option within an existing program
 4. Effective Date: September 2017
-

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

The proposal is to add an Honours Major degree option, both direct-entry and delayed - entry, to accompany the existing Specialized Honours BSc degree in Biochemistry, with the opportunity to add a second science major or a minor in another subject.

6. Provide the rationale for the proposed changes.

In brief, the goals of the proposal are to increase the retention of students in Biochemistry and to recruit more students into it and into the Faculty.

The retention aspect results from the absence of a suitable exit strategy for the Specialized Honours degree. Currently, all students in Biochemistry are in the Specialized Honours BSc program, which has as standing requirements a minimum cgpa of 5.50 in science courses and a minimum cgpa of 5.00 overall. A student whose science cgpa falls below 5.50 is forced to exit Biochemistry altogether, and must choose another major (generally Biology or Chemistry).

Some students in that predicament are eager to rejoin the program after shadowing it from Biology or Chemistry for some time while striving to improve their cgpa, particularly if this happens early on in their undergraduate careers. In order to have the greatest access to the restricted-enrollment laboratory courses required of the program, Biology is their best choice, but the Biology programs are highly subscribed. If a student's gpa is particularly low (especially after a difficult first year), they may not be admissible into Biology. Chemistry can accommodate them but access to those courses is then not guaranteed, and this can cause delays in academic progress. Students who are well into their third year may not have sufficient opportunity to raise their cgpa scores to rejoin Biochemistry and so then face the need to catch up on the unmet degree requirements of their new major in order to be able to graduate at all, or to graduate with a General Science BSc degree (though that degree is not designed as an exit strategy from other programs).

The recruitment aspect addresses the very restrictive nature and inflexibility of the Specialized Honours degree. Not all students contemplating a major in Biochemistry wish the level of specialization imposed by the existing degree, which is ideal preparation for graduate studies. Some indeed aim to enter the workforce directly after graduation, while others want to enter a professional program (such as teaching, medicine, dentistry, law, etc.). Others want a more "liberal" education with a second science major or a minor in another subject, neither of which can fit within the existing degree.

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

This proposal is perfectly aligned with the Faculty's top Teaching and Learning priority identified in its Strategic Plan for 2015-2020: to "develop innovative and appealing academic programs that reflect the aspirations of students".

It also contributes to the university's Priority 1 (Innovative, Quality Programs for Academic Excellence) by meeting the goals given on page 12 of its 2015-2020 Academic Plan to "address program challenges including overly complex degree requirements, program duplication and declining enrolments" (1.2) and "enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors" (2.4).

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 A.

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.

Biochemistry has no home department. It is a program created and administered jointly by the departments of Chemistry and Biology. Faculty approval of this proposal has already required consultation between the two departments and approval by both units.

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.

No. Entrance into the proposed new degree programs will have the same admission requirements as the existing 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.

There are no resource implications, as there are no new courses, new facilities or additional faculty complement required to support the new degrees. The requirements only call for courses that are already in place and on offer for the existing degree.

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.

No. The modes of delivery of the courses already in place for the existing degree will remain as they are.

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.

No. The assessments used in the courses currently required for the existing degree will remain as they are.

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

The proposed modification does not change the existing degree program and so no impact will befall the students pursuing that degree. Instead, it will afford them an ability to graduate with a degree of a different stripe in the same discipline.

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 B - NOT COPIED FOR SENATE; AVAILABLE UPON REQUEST.

Appendix A

Honours Major BSc in Biochemistry – Program Outcomes

1. Degree Requirements

These include a combination of prescribed subject-matter courses, restricted electives and free electives that serve to meet programmatic needs as well as Faculty and university requirements. Biochemistry is an inter-disciplinary subject, mixing elements of Chemistry and Biology, and training in areas of each is required.

(A) Required courses (66 credits)

these 1000-level courses are foundations for more advanced university-level studies, provide basic laboratory training and are appropriate for all science students (27 credits)

- MATH 1013 3.0 (Calculus I)
- MATH 1014 3.0 (Calculus II)
- one of PHYS 1010 6.0, 1410 6.0 or 1420 6.0 (Physics) (full-year)¹
- one of EECS 1020 3.0, 1520 3.0, 1530 3.0 or 1540 3.0 (Computer Science)
- BIOL 1000 3.0¹
- BIOL 1001 3.0¹
- CHEM 1000 3.0 (Chemical Structure)¹
- CHEM 1001 3.0 (Chemical Dynamics)¹

2000-level courses provide grounding and laboratory training in the relevant sub-disciplines (24 credits)

- BCHM 2020 3.0 (Biochemistry)
- BCHM 2021 3.0 (Cell Biology)
- BIOL 2040 3.0 (Genetics)
- BIOL 2070 3.0 (Research Methods in Cell and Molecular Biology)²
- CHEM 2011 3.0 (Intro. to Thermodynamics)
- CHEM 2020 3.0 (Introductory Organic Chemistry I)¹
- CHEM 2021 3.0 (Introductory Organic Chemistry II)¹
- CHEM 2030 3.0 (Basic Inorganic Chemistry)

upper-level courses provide specialization in the relevant sub-disciplines (15 credits); Fall-term 3000-level courses have only 2000-level prerequisites while Winter-term 3000-level courses may also pre-require Fall-term 3000-level courses

- BCHM 3010 3.0 (Advanced Biochemistry)
- BCHM 3051 3.0 (Macromolecules of Biochemical Interest)
- BCHM 3110 3.0 (Molecular Biology I: Nucleic Acid Metabolism)
- BCHM 3130 3.0 (Molecular Biology II: Regulation of Gene Expression)
- CHEM 3020 3.0 (Intermediate Organic Chemistry I)

¹ Includes 3 hours of lab work every two weeks ² Includes 3 hours of lab work per week for 10 weeks

(B) Restricted Electives (24 credits)

4000-level courses differ from 3000-level courses in either having 3000-level prerequisites or, if they have only 2000-level prerequisites, use assessments appropriate to smaller groups (such as oral presentations, group projects, in-depth research and written presentations on assigned topics)

- twelve credits from 4000-level BCHM, BIOL or CHEM courses
- 12 credits of approved General Education (non-science) courses in at least two subjects (will also suit a second major science subject)

(C) Free Electives (30 credits)

- additional 3000/4000-level courses (minimum 15 credits) in any subject to achieve a minimum total of 42 credits in 3000/4000-level courses (may be in a minor or second major subject other than Biology or Chemistry)
- additional courses in any subject at any level to achieve a minimum total of 120 credits (may be in a minor or second major subject other than Biology or Chemistry)

Available BCHM/BIOL/CHEM electives not requiring additional prerequisites

- BCHM 3140 4.0 (Advanced Biochemistry and Molecular Genetics Laboratory)¹
- BCHM 4050 3.0 (Bioanalytical Chemistry)
- BCHM 4051 3.0 (Biological Chemistry)
- BCHM 4290 4.0 (Biotechnology)¹
- BCHM 4000 8.0 (Research Project) (full-year)²
- BIOL 3120 3.0 (Immunobiology)
- BIOL 3150 4.0 (Microbiology)³
- BIOL 3155 3.0 (Virology)
- BIOL 3200 3.0 (Processes of Evolution)
- BIOL 4010 3.0 (Biology of Cancer)
- BIOL 4030 3.0 (Proteomics)
- BIOL 4061 3.0 (Cell and Molecular Biology of Development)
- BIOL 4141 3.0 (Current Topics and Methods in Cell Biology)
- BIOL 4150 3.0 (Cellular Regulation)
- BIOL 4151 3.0 (Membrane Transport)
- BIOL 4220 4.0 (Histology)³
- BIOL 4270 3.0 (Reproduction)
- BIOL 4285 3.0 (Human Molecular Genetics)
- CHEM 3010 3.0 (Physical Chemistry)
- CHEM 3011 3.0 (Physical Chemistry)
- CHEM 3021 3.0 (Intermediate Organic Chemistry II)
- CHEM 3030 3.0 (Transition Metal Chemistry)
- CHEM 3060 3.0 (Introductory Atmospheric Chemistry)
- CHEM 3070 3.0 (Industrial & Green Chemistry)⁴
- CHEM 3071 3.0 (Pharmaceutical Discovery)
- CHEM 3080 4.0 (Instrumental Methods of Chemical Analysis)²
- CHEM 3090 3.0 (Introduction to Polymer Chemistry)
- CHEM 4010 3.0 (Quantum and Computational Chemistry)⁴
- CHEM 4024 3.0 (Structure Elucidation of Organic & Organometallic Compounds)
- CHEM 4080 3.0 (Advanced Analytical Separation Methods)
- CHEM 4081 3.0 (Principles and Applications of Mass Spectrometry)

- CHEM 4092 3.0 (X-ray Crystallography)
- CHEM 4093 3.0 (Biomaterials)
- CHEM 4300 3.0 (Selected Topics)⁵

¹ Includes 6 hours of lab work per week for 10 weeks

² Includes 8-16 hours of lab work per week for 22-24 weeks

³ Includes 3 hours of lab work per week for 10 weeks

⁴ Not offered every year.

⁵ A reading course used for special student situations, by permission only.

(D) Differences from the Specialized Honours BSc degree in Biochemistry

The Specialized Honours degree additionally requires 19 other specified credits and restricts upper-year electives to relevant subjects while meeting the upper-level and 4000-level Faculty requirements; with 12 credits of General Education required of all BSc degrees, fewer free electives are therefore needed than in the Honours Major BSc in Biochemistry

- BCHM 3140 4.0 (Advanced Biochemistry and Molecular Genetics Laboratory)¹
- BCHM 4050 3.0 (Bioanalytical Chemistry)
- BCHM 4290 4.0 (Biotechnology)¹
- BCHM 4000 8.0 (Research Project) (full-year)²
- a minimum of nine credits in other 3000- or 4000-level BCHM, BIOL or CHEM courses
- additional courses (minimum 14 credits) in any subject at any level to achieve a minimum total of 120 credits

¹ Includes 6 hours of lab work per week for 10 weeks

² Includes 8-16 hours of lab work per week for 22-24 weeks

2. Goals of the Program

The proposed degree will deliver a good foundation for all science studies, strong grounding in biochemistry required of a graduate meriting the label of biochemist, as well as specialization in chosen areas and another 12 credits of general education, while still providing flexibility and room for the development of a minor or second major subject. In contrast to the Specialized Honours degree, more flexibility is available at the expense of highly specialized, mostly lab-intensive courses that are appropriate preparation for post-graduate studies and research-oriented employment; those courses nevertheless remain available as electives for the Honours Major degree.

(cont'd on next page)

3. Tabular Listing of Program Outcomes and Delivery Vehicles

<p style="text-align: center;">UUDLE</p>	<p style="text-align: center;">PROGRAM OUTCOMES – Honours Major BSc</p> <p><i>Upon successful completion of the Honours Major program in Biochemistry, with or without a second major or a minor, students will be able to demonstrate:</i></p>
<p>I. Acquisition of a fundamental understanding of the discipline of biochemistry.</p>	<p>a. general knowledge and understanding of the major concepts, methods and assumptions in Chemistry and Biology; <i>met largely with lower-year courses CHEM 1000, 1001, 2011, 2020, 2021, 2030, 3020, BCHM 2020, 2021, BIOL 1000, 1001, 2040, 2070</i></p> <p>b. understanding of advanced concepts, methods and assumptions in Biochemistry; <i>met with upper-year courses BCHM 3010, 3051, 3110, 3130, and electives (particularly BCHM 3140, 4000, 4050, 4051, 4290, BIOL 4010, 4030, 4061, 4141, 4150, 4151, 4270, 4285, CHEM 3071, 4081, 4092)</i></p> <p>c. the ability to apply learning from other areas (e.g. math, physics); <i>met with CHEM 1000, 1001, 2011, 2021, 3020, BCHM 2020, 3010, BIOL 2070, and electives (e.g. BCHM 4151, BIOL 4030, CHEM 2080, 3080, 4010, 4024, 4030, 4080, 4081, 4092)</i></p> <p>d. the ability to carry out basic chemical and biochemical laboratory activities and specialized biochemical experimental activities safely and reliably; <i>met with CHEM 1000, 1001, 2020, 2021, BIOL 1000, 1001, 2070</i></p> <p>e. an awareness of some current issues relating to Biochemistry in general and an in-depth awareness of the current issues in a chosen area; <i>met with BCHM 3010, 3051, 3110, 3130, and upper-year electives (including BCHM 4000, 4050, BIOL 3200, 4010, 4030, 4061, 4141, 4150, 4151, 4220, 4270, 4285)</i></p>

<p>II. Acquisition of critical thinking skills.</p>	<p>a. a developed ability to gather, review, evaluate and interpret biochemical information from various sources (primary literature, scholarly reviews and mass media), and to critically evaluate it in light of competing views/hypotheses; <i>met with BCHM 3010, 3051, 3110, 3130, and upper-year electives (including BCHM 4000, 4050, BIOL 3200, 4010, 4030, 4061, 4141, 4150, 4151, 4220, 4270, 4285)</i></p> <p>b. the ability to collect, organize, analyze, interpret and present basic types of quantitative and qualitative data appropriate to general biochemistry; <i>met with all lower-year lab courses CHEM 1000, 1001, 2020, 2021, BIOL 1000, 1001, 2070 and upper-year elective lab courses (BCHM 3140, 4000, 4290, BIOL 3150, 4220)</i></p> <p>c. the ability to critically evaluate and discuss current issues relating to Biochemistry; <i>met with CHEM 3050, 3051, 4050, BCHM 3110, 3130, and upper-year electives (including BCHM 4000, 4050, BIOL 3200, 4010, 4030, 4061, 4141, 4150, 4151, 4220, 4270, 4285)</i></p> <p>d. an ability to gather, review, evaluate and interpret information in other areas of human endeavour from various sources (primary literature, scholarly reviews and mass media), and to critically evaluate the information in light of competing views/hypotheses on current issues; <i>met with General Education courses (minimum 12 credits)</i></p>
<p>III. Acquisition of problem-solving skills.</p>	<p>a. the ability to effectively apply basic problem-solving skills consistent with the scientific method in molecular biology, chemistry, and to apply advanced skills in biochemistry; <i>met with all CHEM courses, which emphasize and extensively assess problem-solving skills, and with several BCHM and BIOL courses; particularly relevant are the required courses BCHM 3010, 3051, CHEM 2011, BIOL 2040, 2070 and several elective courses (including BCHM 3140, 4000, 4050, 4051, 4290)</i></p> <p>b. the ability to identify appropriate experimental approaches to answering questions consistent with the scientific method in molecular biology and biochemistry; <i>the scientific method is emphasized and applied in all required courses; particularly relevant are the required courses BCHM 3010, 3051, CHEM 2011, BIOL 2040, 2070 and several elective courses (including BCHM 3140, 4000, 4050, 4051, 4290)</i></p>



Senate Committee on Awards

Report to Senate

At its meeting of March 23, 2017

FOR INFORMATION

1. 2017 President's Research Awards

- a. The 2017 recipient of the York University President's Research Excellence Award is Anne Russon, Psychology, Glendon College. The award recognizes senior established, full-time, active faculty members at the rank of Professor, with distinguished scholarly achievements who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life.

Professor Russon is a first rate scholar with a record of research, publication, outreach and leadership sustained over many years. She is internationally recognized for her accomplishments as a behavioural primatologist and leading expert on orangutans. For 30 years, her research has broken new ground on great ape intelligence. Her pioneering work focuses on the way in which great apes use their cognitive abilities to solve problems in their natural habitat, the evolutionary origins of these abilities and their implications for human intelligence, and how they may relate to conservation efforts.

- b. The 2017 recipient of the York University President's Emerging Research Leadership Award is Amro Zayed, Biology, Science. The award recognizes full-time faculty members within 10 years of their first academic appointment, who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life.

Professor Zayed has already made a major impact and developed an international reputation in his field. He is a productive scholar whose genomic research on honey bees has important applications in the beekeeping industry. He attracts large amounts of funding and talented graduate students and postdoctoral fellows to York. Professor Zayed is very active in translating and mobilizing his knowledge to improve the health of Canadian honey bees that support a large sector of our Canadian agro-economy.

Senate Committee on Awards

2. 2017 President's University-Wide Teaching Awards

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. This year's recipients are:

Senior Full-time Faculty: Andrea Davis, Humanities, Liberal Arts and Professional Studies

Full-time Faculty: Alex Czekanski, Mechanical Engineering, Lassonde

Contract and Adjunct Faculty: Véronique Tomaszewski, Sociology, Glendon

Teaching Assistant: Sabina Mirza (PhD Program in Education), Sociology and Social Science, Liberal Arts and Professional Studies

Robert Kenedy, Chair



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of March 23, 2017

APPRC met on February 16, March 2, March 9 and March 16 and presents the following report to Senate for information.

FOR INFORMATION

1. Markham Centre Campus Planning: Update

Provost Lenton briefed the Committee on Markham Centre Campus planning developments on March 9 and will present to Senate on March 23. Senators may be particularly interested to note that principles for planning address University Academic Plan priorities and objectives. Among the key points emerging from APPRC's discussion were the following:

- as has been reported by the President and Provost, provincial government funding has been confirmed
- academic program planning is proceeding on a collegial basis, and the opportunities presented by the new campus have generated enthusiasm and creative engagement

As always, APPRC welcomes comments and questions from Senators.

Documentation will be posted with the agenda prior to the meeting.

2. Spotlight on the University Academic Plan 2015-2020: Priority 5. Enhanced Campus Experience

The third in a series of spotlight discussions on priority areas will be devoted the section on Priority 5: Enhanced Campus Experience. The text is reproduced below. Vice-President Brewer has agreed to open the discussion with a brief presentation on goals and initiatives.

Priority 5. Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown. By the end of this Plan, there will be a new campus opening in Markham building on York's north-south profile

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

through the heart of the GTA and York Region. A top priority is the further enhancement of our campuses that build on our commitment to sustainability, campus beautification and improved utilization.

Our campuses have environmental features that are unique, such as the woodlots at Keele and individual plantings at Glendon. We have earned accolades for our environmental vision. We acknowledge our presence on Aboriginal territories and pledge to keep that heritage alive. Construction is underway to bring York University's Hart House up to code to act as a meeting place for Aboriginal events, students, faculty, staff as well as alumni, Elders and other community members. As the Markham campus takes shape it, too, will have a major impact on the York Region. All of our campuses will have a mix of old and new buildings some of exceptional architectural significance. We have been, and we will be, dutiful custodians.

Campus spaces also contribute to a sense of community for students, faculty, staff members, and, of course, to the community at large. Space use can only be maximized to this end if we are attuned to the needs of our community members and break down barriers to their proper utilization. York has made substantial investments in safety, and will continue to work toward the most secure environment possible.

In the next five years we will:

1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities
4. Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure – in the cause of creating inspiring and welcoming spaces
5. Enhance ecological sustainability, and the symmetry between built and natural environments
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions
8. Seek out opportunities for increasing the use of facilities by local communities

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

3. Meetings with the Deans, Principal and University Librarian

As of March, 16 the Committee has met with seven academic planners in what has proven to be a lively and productive round of discussions. APPRC is expecting to report to Senate in April on these annual discussions, and will provide Senators with written submissions and a summary of points that emerge in discussion.

Les Jacobs, Chair

APPRC Update on York University Markham Centre Campus

Rhonda Lenton, Provost & VPA
March 9, 2017

Key Highlights

- Funding envelope approved by Government of Ontario
- Discussions for MOU with Ministry of Advanced Education and Skills Development (MAESD) continue
- Draft vision and principles
- Organizational committee structure evolving
- Academic planning continues through Academic Curriculum Committee
- Governance considerations
- Campus development
 - Functional design with RPG underway – draft report scheduled for July 2017
- The Markham Creativity/Innovation/Engagement Hub
 - Grand opening activities being planned for summer 2017

YU-MCC Vision

DRAFT

- One University | Distinct identity
- “Incubator” for Bold Ideas

Principles:

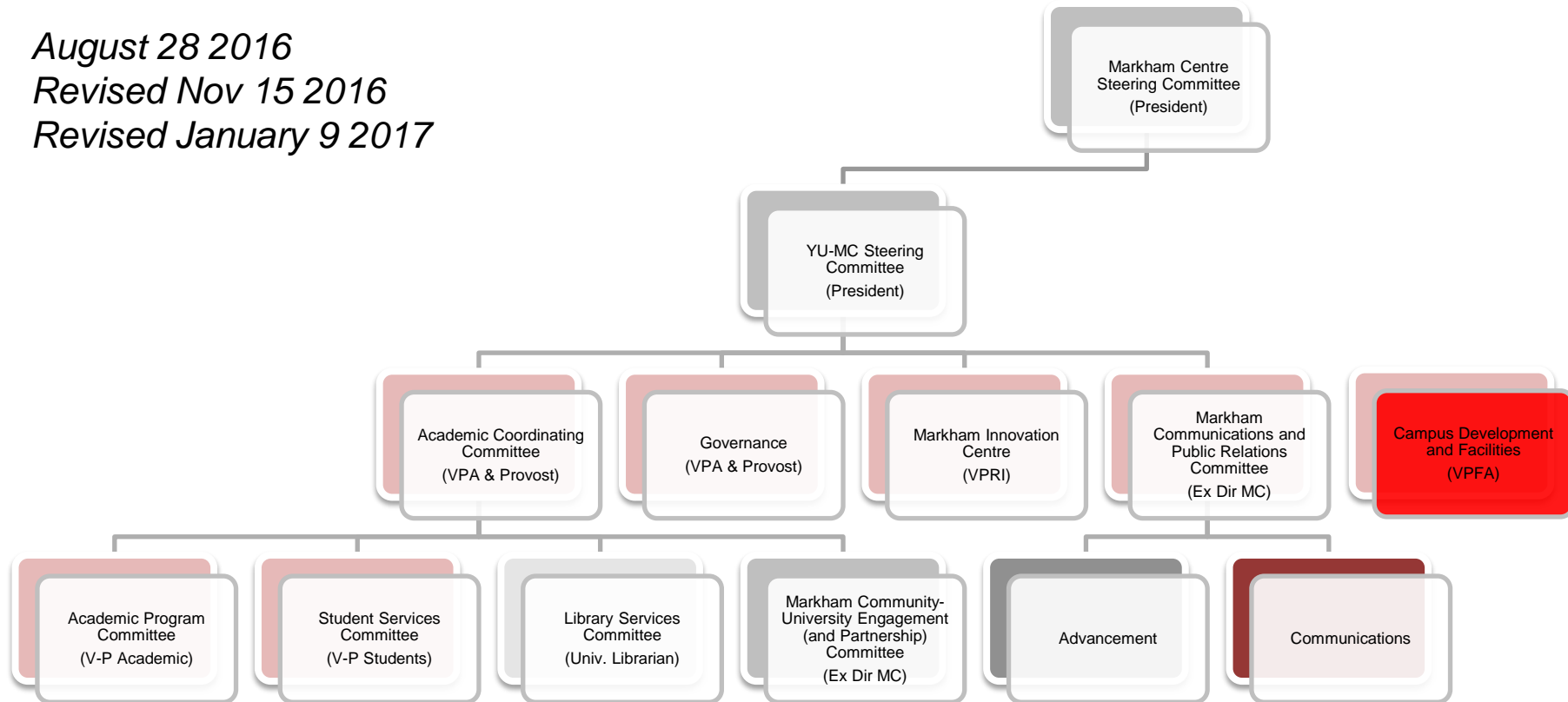
- Advancing the UAP *in new and distinct ways*
- Sustainable
- Community engaged
- Collaborative
- Interdisciplinary
- Inspiring
- Nimble, flexible

York University Organizational Committee Structure for Planning of YU-MC

August 28 2016

Revised Nov 15 2016

Revised January 9 2017



Governance

- Executive Director, Markham in place
 - Vice-Provost, Markham (to be advertised for 2017 – 2018ff)
- No new faculties (in Phase 1)
 - Programs will be offered by existing faculties
- Academic unit structure to be discussed by Academic Curriculum Committee (ACC)
 - E.g., departments
- Student services under discussion:
 - Student-centric
 - Effective integration with Keele campus
 - Effective integration with Seneca
- Administrative services led by York
 - Leveraging resources in the community
 - Building on Keele/Glendon shared service model
- Potential implications for university governance (e.g., Senate representation, Faculty Councils) to be discussed by Governance Committee

Academic Programs Proposed for Markham

Phase 1 York Undergraduate Programs

Arts, Media, Performance & Design

Bachelor of Arts (Multiple Streams)
- Games & New Entertainment Media
- Interactive Information Design
- Digital Cultures & Creative Industries

Education

BEd (concentration in New Learning Technologies)

Environmental Studies

BES (Environmental Management stream) - with GIS
Certificate option

Liberal Arts & Professional Studies

Bachelor of Commerce
BA – Social Science/Liberal Arts
BA – Justice Administration

Lassonde Engineering

Bachelor of Applied Science (BASc) - Liberal
Engineering

Science

BSc – Medical Science & Biotechnology
BSc – Entrepreneurial Science

Academic Programs Proposed for Markham (continued)

Phase 1 York Graduate Programs

**Arts, Media, Performance &
Design
Education**

Master of Arts (Interdisciplinary)

MEd (Concentration in New Learning
Technologies)

**Liberal Arts & Professional
Studies**

MSc - Management

Lassonde Engineering

Master of Engineering (MEng) – Engineering
Management

Masters – Big Data/Computer Science (Phase 1 or
2 TBD)

Science

MSc

PhD Science

Seneca Academic Programs (updated)

	October 2015 Proposed Programs	February 2017 Proposed Programs
York-Seneca Joint Degrees	<ul style="list-style-type: none"> • Bachelor in Interactive Media 	<ul style="list-style-type: none"> • Bachelor in Interactive Media
Seneca Pathway Programs	<ul style="list-style-type: none"> • Arts & Science – Science University Transfer • Liberal Arts – University Transfer • Child & Youth Worker • Business – Marketing • Business Administration – Marketing • Creative Advertising • Environmental Technician • Environmental Technology 	<ul style="list-style-type: none"> • Arts & Science – Science University Transfer • Liberal Arts – University Transfer • Social Service Worker – Gerontology* • Computer Programmer

*Or other Community Services program

How does York University achieve these principles in Markham Centre?

By creating solid partnerships to:

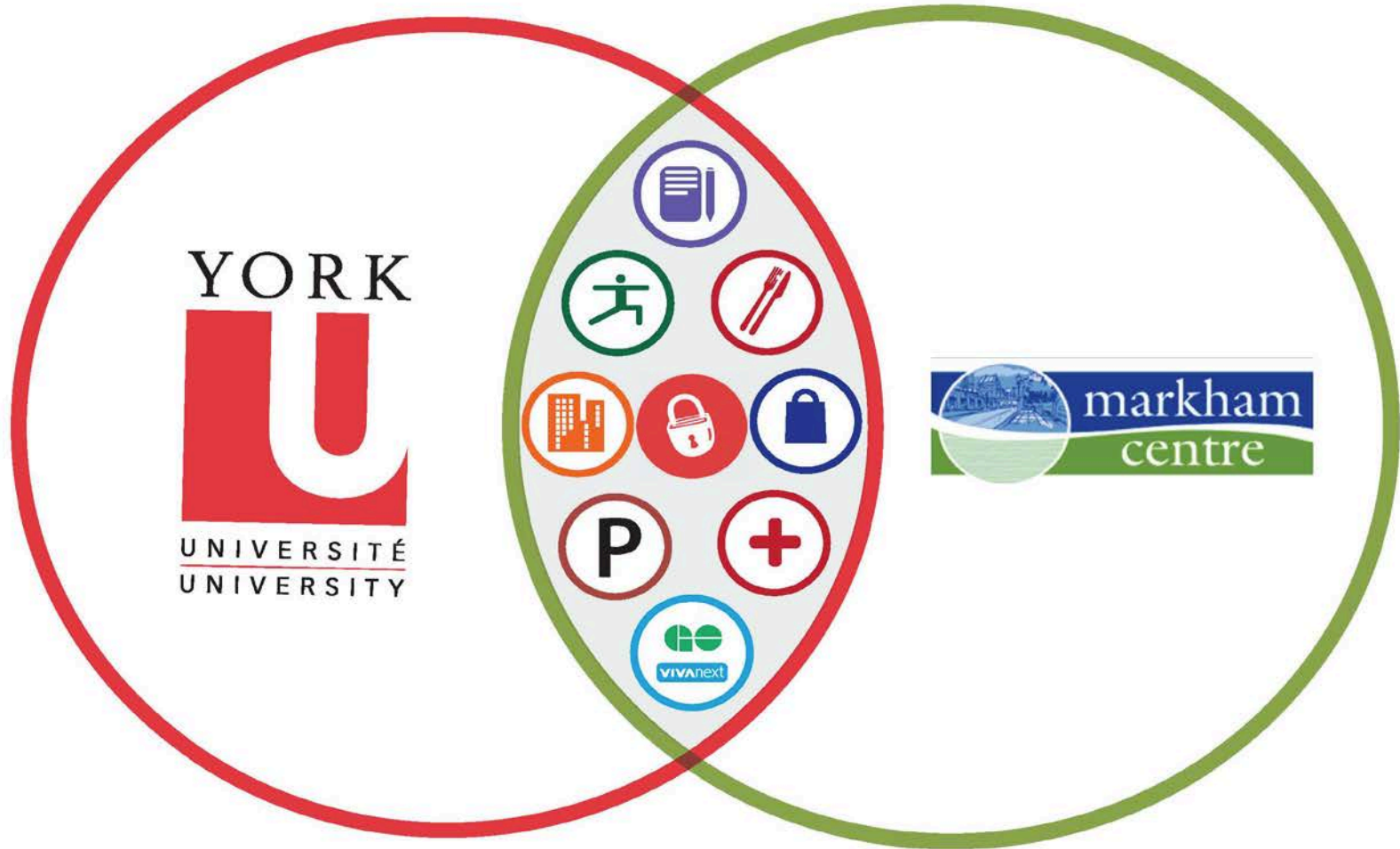
Enhance the student experience



Create a healthy, vibrant and safe urban place



Partnerships to Support the Student Community



We are beginning to pursue the partnerships to create the student experience and a vibrant, healthy and safe urban district.

The Student Community



- 1 Markham Civic Centre
- 2 Flato Theatre
- 3 Hilton Suites Conference Centre
- 4 Cineplex Odeon



- 5 Rouge Valley Trails
- 6 Bill Crothers Secondary School
- 7 Pan Am Centre
- 8 YMCA



9 Shops, Restaurants & Medical Services



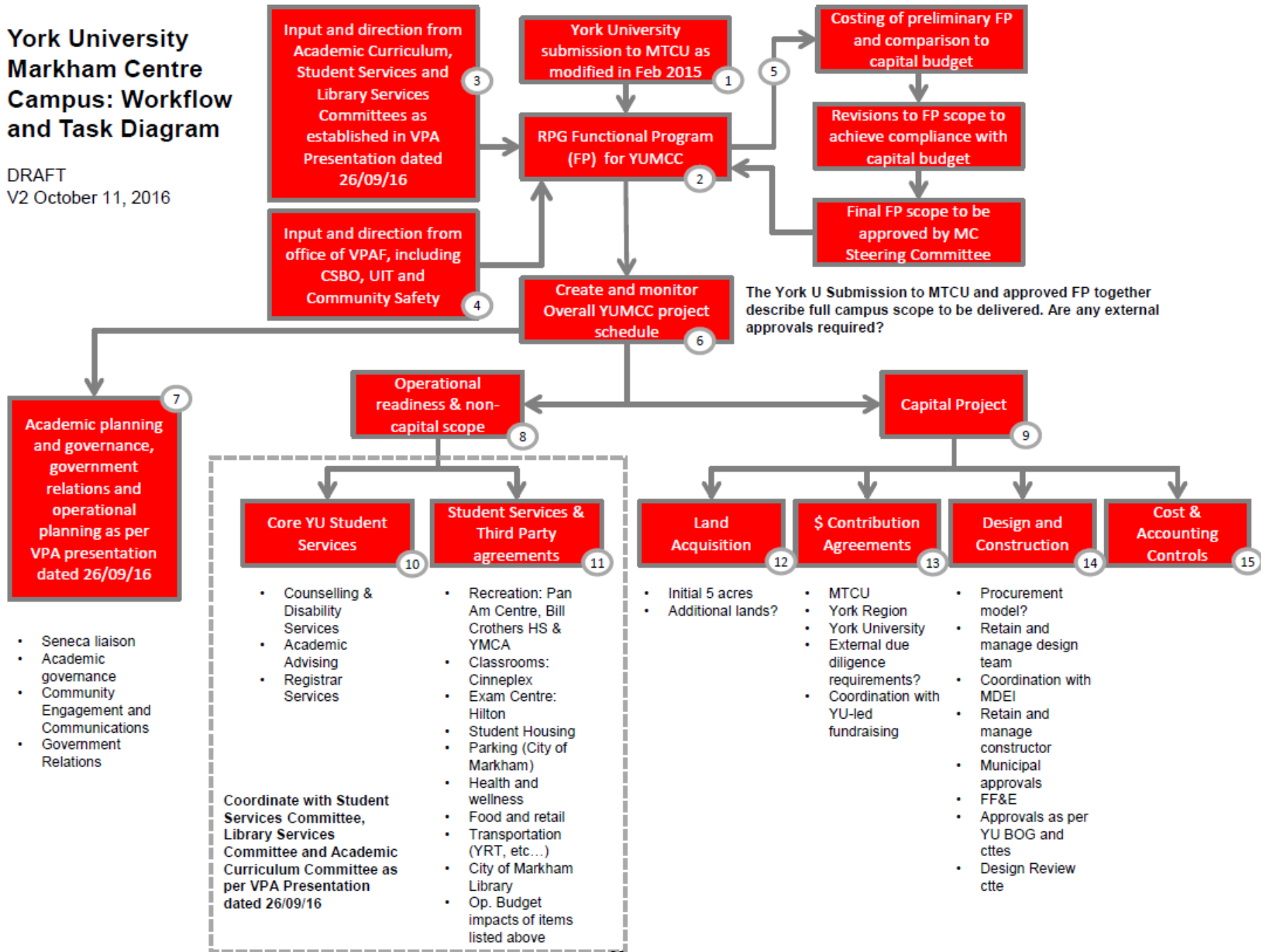
10 Accommodation for Students



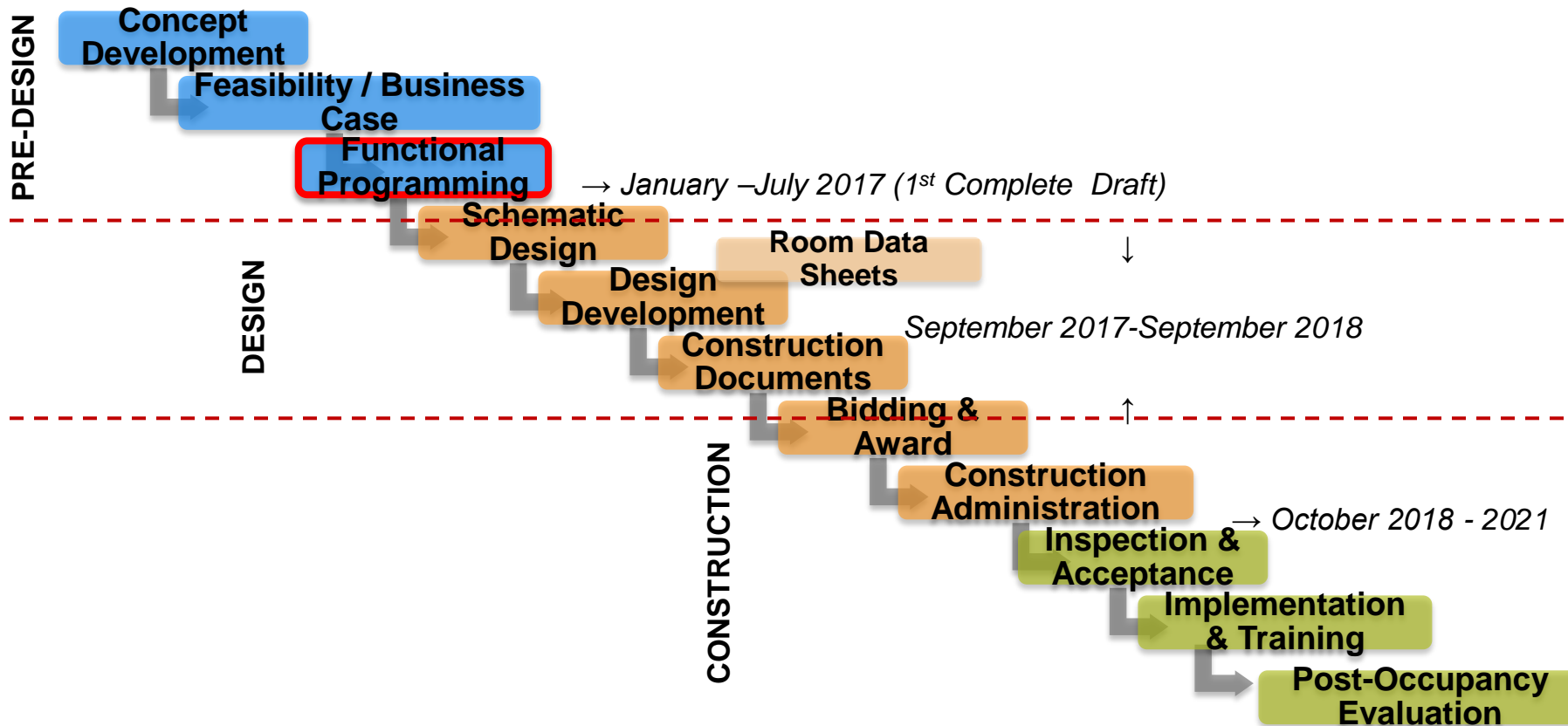
The Campus

York University Markham Centre Campus: Workflow and Task Diagram

DRAFT
V2 October 11, 2016



Campus Planning - Design Process



Timeline to 'Doors Open'

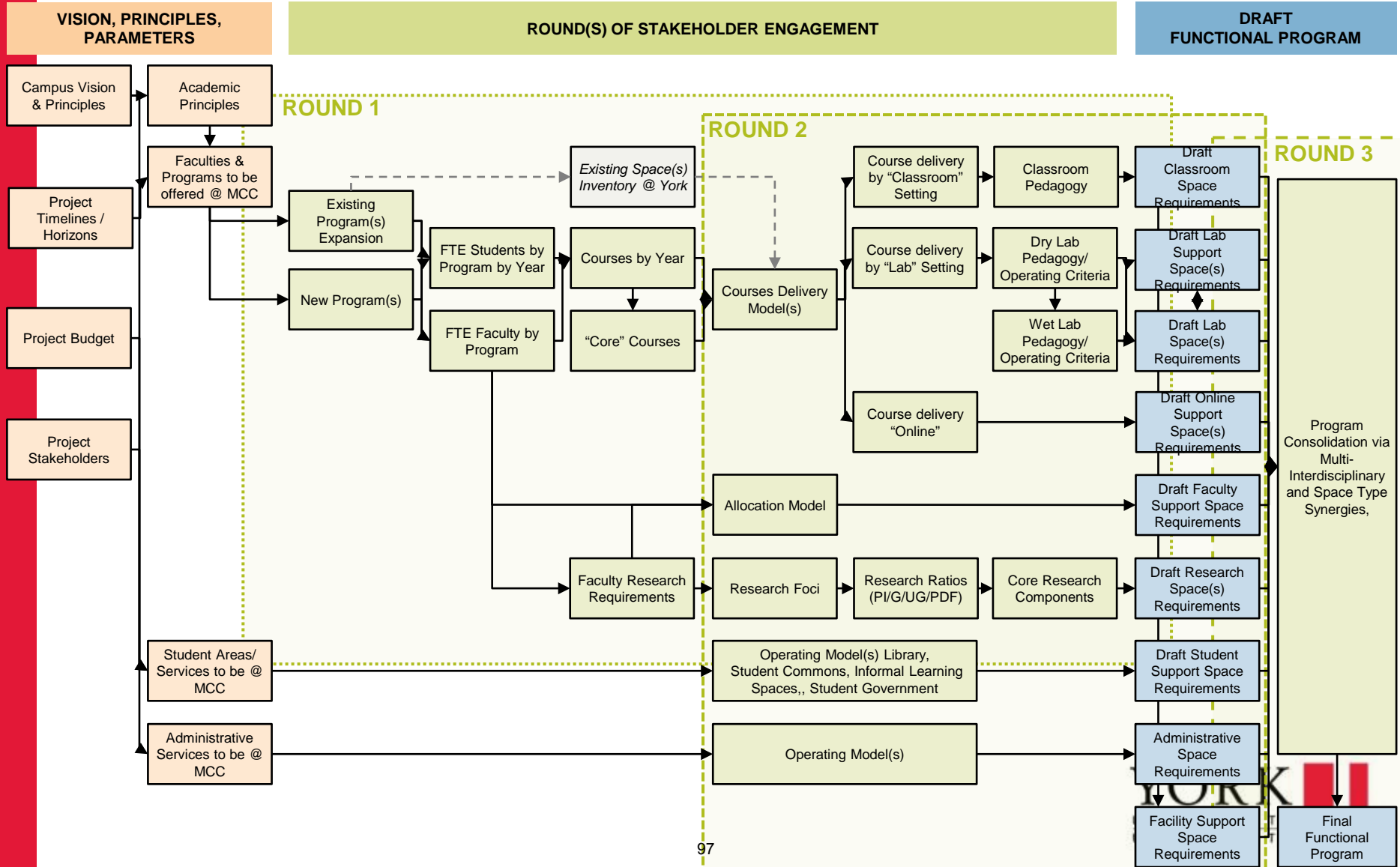


Functional Programming

- pre-design process
- compiles the functional requirements for a facility
- sufficient detail to:
 - initiate schematic design
 - develop preliminary capital cost estimates
- Functional Program report includes:
 - narrative descriptions of key activities
 - operational criteria
 - workload
 - staffing
 - design criteria
 - space requirements (#, type and area of individual spaces)

PROGRAMMING

Diagram of RPG Functional Programming Process to reach Draft Functional Program deliverable:



Trends in PSE Programming & Design



T E

ACTIVE LEARNING

1



C H

EFFICIENCY

2



N O

STUDENT EXPERIENCE

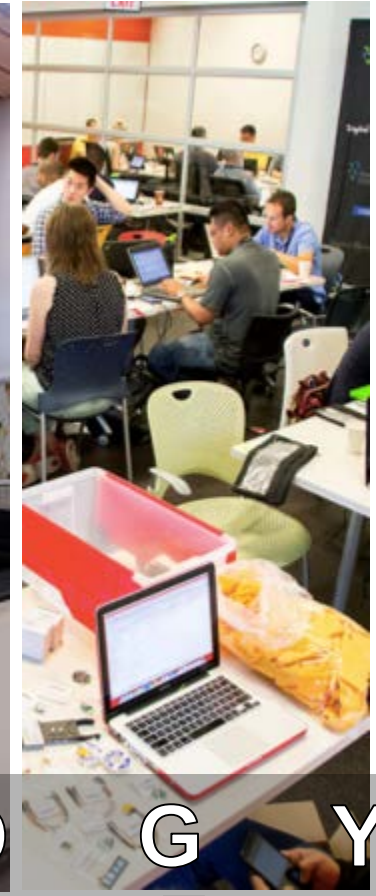
3



L O

FLEXIBILITY

4



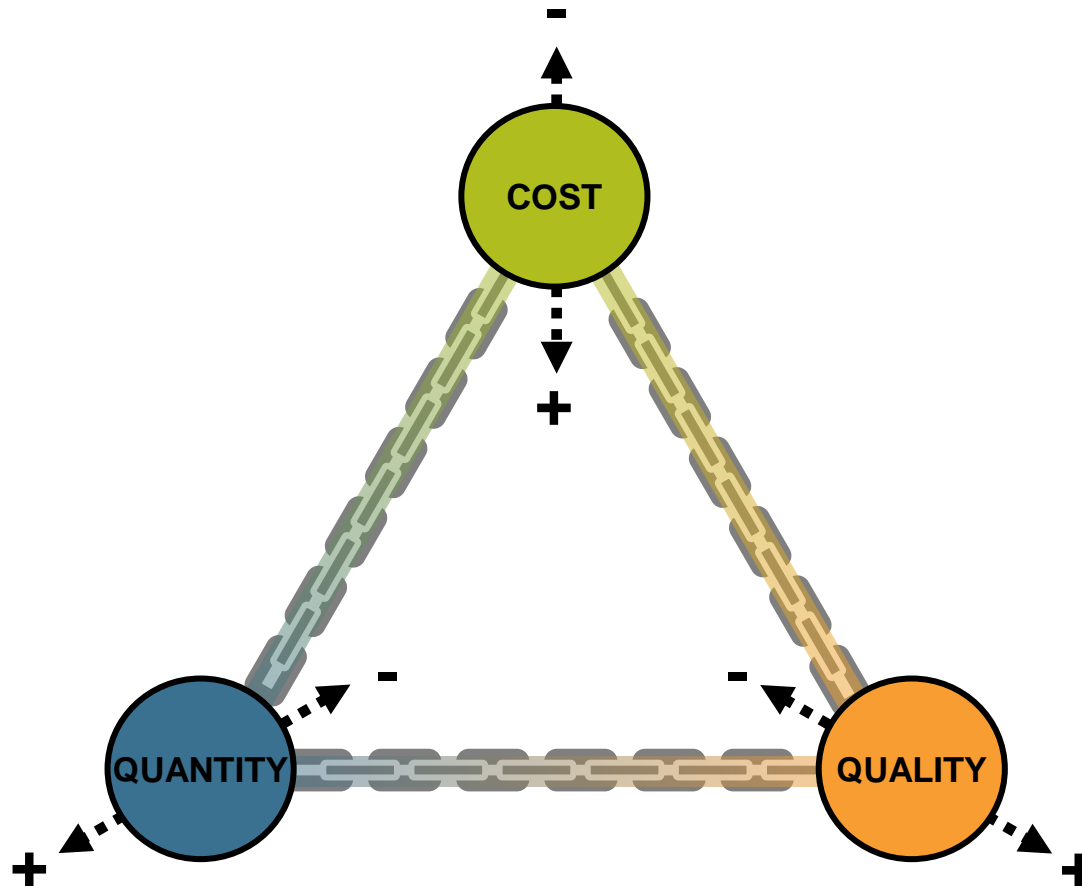
G Y

MULTI-/INTER-DISCIPLINARY

5

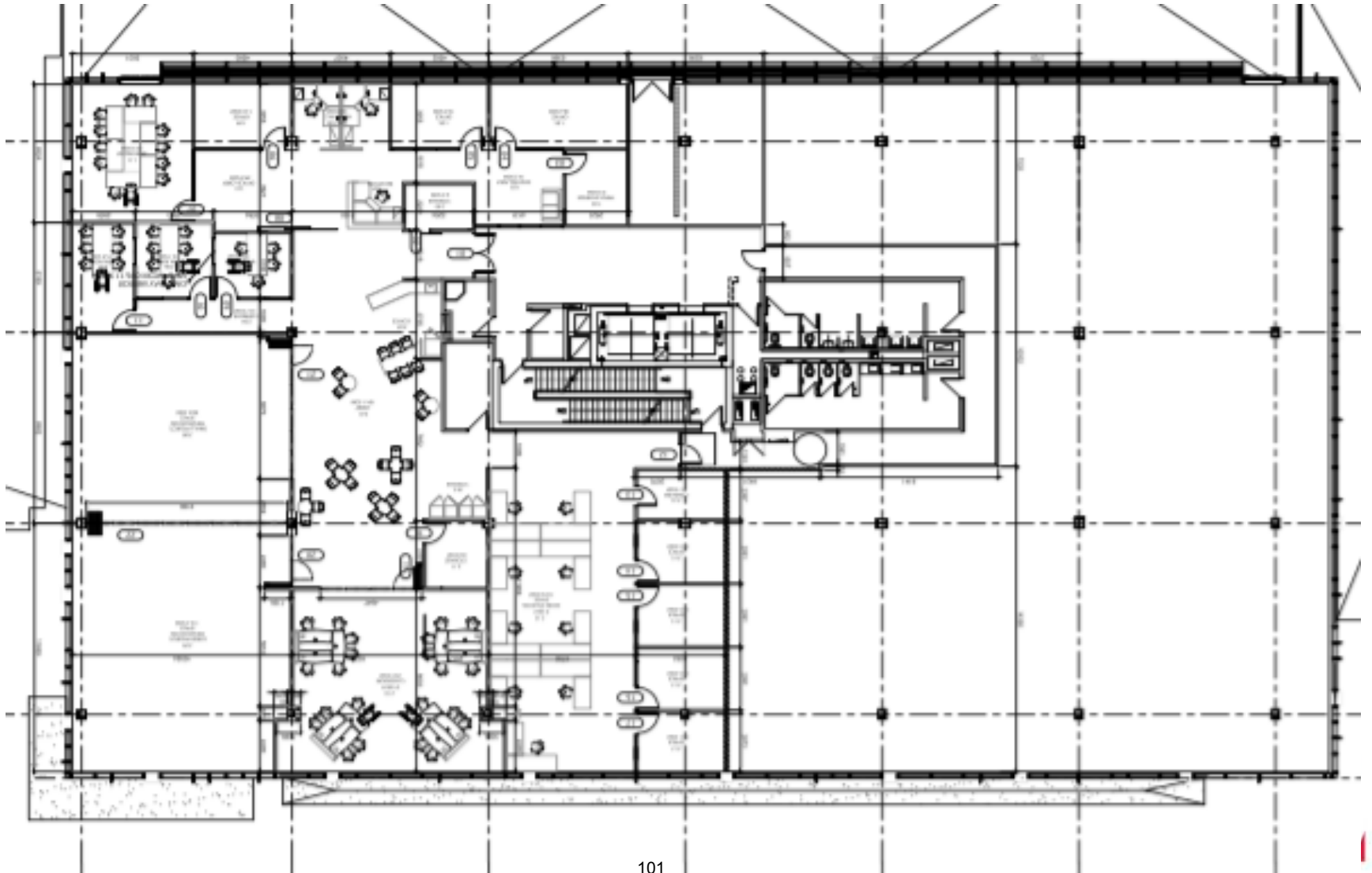
Trends in PSE Programming & Design

6th Trend: Trade-Offs

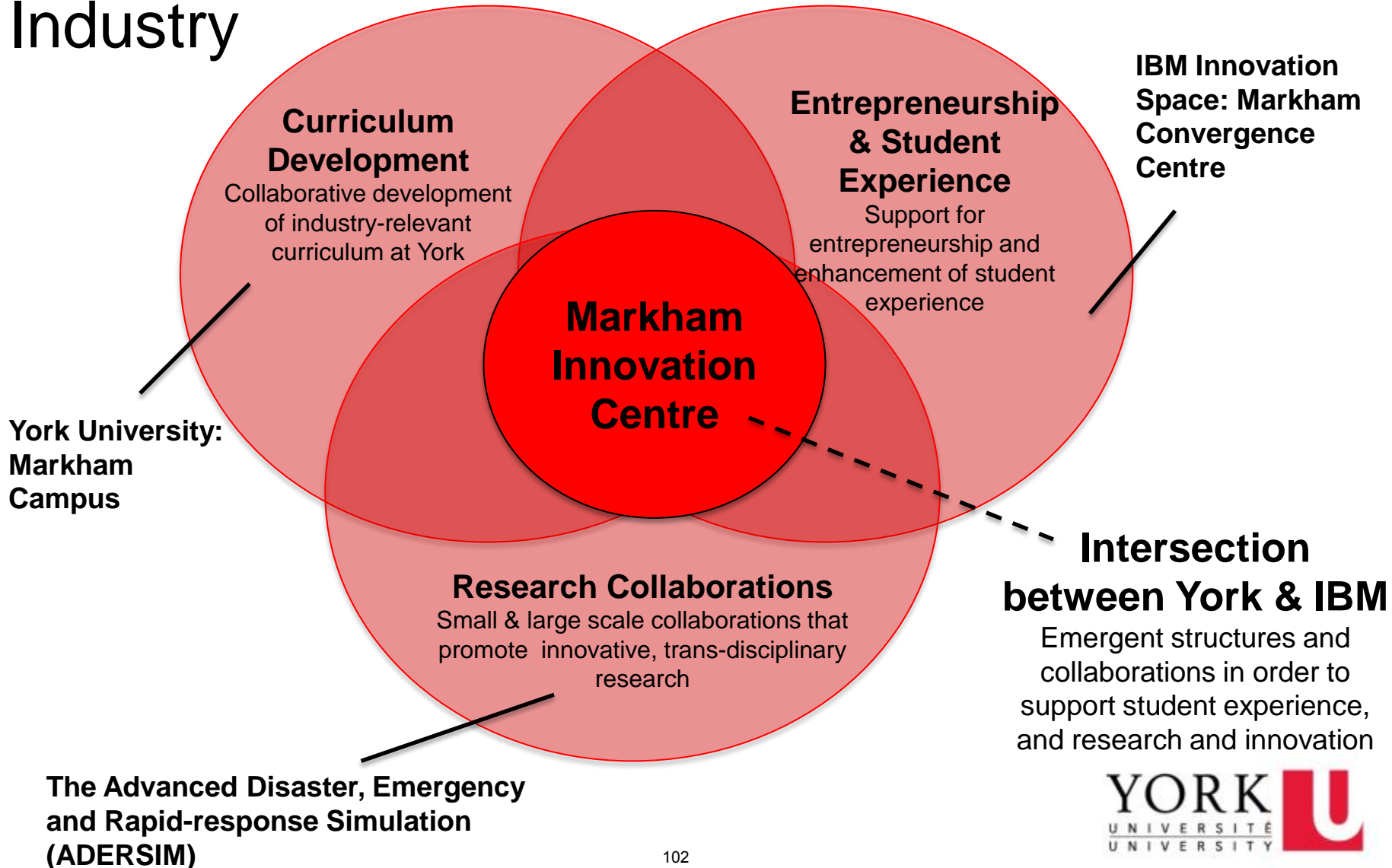


Markham Innovation Centre

York University – Markham Innovation Centre: Facility



Community Engagement e.g., Innovation Landscape: Intersection Between Academia & Industry





Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of March 23, 2017

FOR INFORMATION

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

Attached as Appendix A is the first report of 2016-2017 submitted by the Joint Sub-Committee on Quality Assurance.

Les Jacobs, Chair, APPRC

Lisa Farley, Chair, ASCP

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum and Pedagogy

Report to the Full Committees



The Sub-Committee met on December 12, 2016 and January 26, 2017 and submits the following report to the full Committees.

1. Membership and Chair for 2016-2017

The Sub-Committee's membership for 2016-2017 is as follows:

Gerald Audette (Member designated by ASCP)
 Barbara Crow (Dean of Graduate Studies ex officio)
 Norma Sue Fisher Stitt (Member designated by APPRC)
 Karen Krasny (Member designated by APPRC) *Chair*
 Alice Pitt (Vice-Provost Academic ex officio)
 Celia Popovic (Member designated by ASCP)

Robert Everett (APPRC) and Cheryl Underhill (ASCP) continue to serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Sarah Whitaker (Office of the Dean, Faculty of Graduate Studies).

2. Forecast of Items for the Year

The Sub-Committee had a preliminary discussion of its priorities for the year and agreed that its work plan will include the following elements:

- review and revise as necessary the York University Quality Assurance Procedures to ensure clarity, maintain consistency with the quality imperatives of the University Academic Plan, and keep our protocols in line with best practices
- work with the Vice-Provost Academic to ensure that feedback to and from programs is timely, meaningful and reflected in processes
- provide input into templates and guidelines as they are revised (consideration of templates was deferred at the December 12 meeting)

3. Changes to the Cyclical Program Review Schedule / De-Coupling of Graduate, Undergraduate Reviews

Two changes to the CPR schedule were proposed. The Sub-Committee concurred with the Vice-Provost's recommendations to delay reviews of Glendon's Environmental and Health Studies for one year to allow for the transition to new leadership, and Critical Disability Studies by one year to align its review with related programs and resolve governance challenges. No further extensions beyond one year are permitted.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

4. Cyclical Program Review Reports

Attached are the Final Assessment Reports for recently completed CPRs. The FARs are transmitted to APPR, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee and the Board itself, and the Quality Council. They are also posted online. Members of the Sub-Committee met with Glendon's Principal and colleagues from its Psychology programs before signing on off on the FAR for Psychology/Psychologie. We also discussed the Humanities CPR with the Associate Dean of LA&PS and the leadership of the Humanities department, undergraduate program and graduate program.

- Geography, Undergraduate and Graduate Studies, Faculty of Liberal Arts and Professional Studies and the Faculty of Science
- Humanities Department, Graduate and Undergraduate Programs, Faculty of Liberal Arts and Professional Studies
- Music, Graduate Programs, School of Arts, Media, Performance and Design
- Political Science, Undergraduate, Faculty of Liberal Arts and Professional Studies and Glendon
- Public Policy and Administration, Bachelor of Public Administration (BPA) and Master of Public Policy and Law (MPPAL), School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies
- Psychology/Psychologie, BA/iBA and BSc/iBSc, Glendon
- Social Work, MSW and PhD, Faculty of Liberal Arts and Professional Studies
- Theatre, BA/BFA, MFA Theatre, MA/PhD Theatre & Performance Studies, School of Arts, Media, Performance and Design

The Sub-Committee confirms that the Faculties and programs have developed implementation plans that address reviewers' recommendations and take into account other opportunities that emerged in the review process.

As always, the Sub-Committee strives to identify matters of general importance to quality assurance in its review of CPRs. This is crucial since the University Academic Plan enjoins us to "develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews)." Reflection on the latest batch of CPRs yields the following observations:

- Programs can do more in the vein of innovative curriculum delivery, and take advantage of technology to broaden the cast of their courses. The UAP stresses the expansion of "technology enhanced learning including the number of courses, modules and programs available online or through blended learning and the provision of "training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation." University resources and seed funding (such as the AIF) are available to programs to pursue these objectives.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

- Learning outcomes and course mapping must be fully articulated by program planners, who should be mindful of the need for coherence in degree offerings.
- Academic planning must be coordinated. CPRs are now organized to help align undergraduate and graduate planning, but coordination should be regularized and sensitive to the needs of students at both levels. Similarly, programs should take advantage of the many opportunities for collaboration with other programs on and between campuses as they seek to enrich their curriculum while maintaining program integrity. In this regard the UAP commits the creation of more “Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation.”

K. Krasny, Chair of the Sub-Committee

Geography, Undergraduate and Graduate Studies, Faculty of Liberal Arts and Professional Studies and the Faculty of Science

**Cyclical Program Review Period: Undergraduate Program: 2010- 2015;
Graduate Program: 2007 - 2015**

Final Assessment Report and Implementation Plan

**Reported to Joint Sub-Committee on Quality Assurance: December 12,
2016**

Program Description

The Geography Department was founded in 1962 and celebrated its 50th anniversary in 2012. The Department of Geography offers the following degree options to students registered in the Faculty of Liberal Arts and Professional Studies or the Faculty of Science:

Bachelor of Arts Geography:

Bachelor of Arts Honours – Geography; BA Specialized Honours – Geography

BA Specialized Honours – Geography and Urban Studies

iBA (International Bachelor of Arts) Honours – Geography Major

BA Honours – Double Major – Geography

BA Honours Major/Minor (Geography Major) (Geography Minor)

Bachelor of Science Geography:

BSc Geography; BSc Honours, Specialized Honours

Bachelor of Science - Environmental Science:

BSc Specialized Honours, (Physical Sciences or Life Sciences Stream)

The Department also offers three undergraduate certificate programs: GIS and Remote Sensing; Urban Studies; and Refugee and Migration Studies.

The Graduate Program in Geography at York University offers three programs leading to the following degrees:

M.A. in Geography

M.Sc. in Geography

Ph.D. in Geography

Program	Accepts 2014	Enrolments FFTES	Degrees Awarded 2014
Geography (LAPS)	34	190	40 Hons; 29 90-credit; 5 certificates
Geography and Urban Studies (LAPS)	9	17	6 Hons
Geography (Science)	9	32	3 Hons; 3 90-credit
Environmental Science (Science)	16	40	8 Hons
Geography (Masters)	13	33	12
Geography (PhD)	10	36	6

Reviewers:

Dr. Tim Moore, Professor, Department of Geography, Director, Trotter Institute for Science and Public Policy, McGill University, Montreal, Quebec

Dr. Geraldine Pratt, Canada Research Chair in Transnationalism and Precarious Labour, Professor of Geography, University of British Columbia

Dr. Ravi De Costa, Associate Professor and Associate Dean Research, Faculty of Environmental Studies, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: February 3 & 4, 2016

The site visit consisted of meetings with senior academic leadership at York University, including Alice Pitt, Vice Provost Academic, Steven Tufts, Geography Chair, Tarmo Remmel, Undergraduate Program Director, Philip Kelly, YCAR Director, Alison Bain, City Institute Director, Catherine Davidson, Associate University Librarian, Rosa Orlandini, Map Librarian. The reviewers also met with Members of Undergraduate Program Committee, faculty, students and staff from the Department.

Outcome: The Joint Sub-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 June 2018. The next Cyclical Program Review will begin in the Fall of 2022.

Program Strengths

The External Reviewers report made particular note of a number of strengths in the program. The report lauded the fact that the program has clear and appropriate learning outcomes for its human and physical geography graduate programs. The Reviewers stated, "Geography is almost uniquely qualified to educate students with an integrated grasp of physical and socio-economic and political processes". As this LAPS Department houses the only science faculty members, students and programs in the Faculty of Liberal Arts & Professional Studies (LA&PS), "it quite literally embodies the kind of interdisciplinarity that the University champions and it is a showpiece and demonstration of how interdisciplinary - indeed different epistemological - worlds might co-exist and intermingle".

The Report also noted the strength of the physical geography program in extreme environments, especially Arctic geography, and GIS; the human geography in urbanism, transnational processes, and social, spatial and environmental justice. The Reviewers affirmed that it is appropriate for particular departments to develop specific lines of concentration and expertise and unrealistic to expect comprehensive coverage.

Two initiatives in Geography stood out as examples of collective efforts resulting in outstanding practices in teaching which should be publicized and built upon. The first is the Colloquium at the graduate level which is a substantive and rich experience for students and is the most important forum in the Department for building community and disciplinary identity. The other is the Borderless Higher Education for Refugees project, which is a ground-breaking initiative involving faculty in Geography and other units.

Opportunities for Enhancements and Recommendations

The External Reviewer's Report and the Dean's Implementation Plan have identified a number of opportunities for enhancement and indicated explicit ways to advance those options. The majority of the suggestions focused on the undergraduate program, with some specific action items for the graduate program. Ideas and suggestions from students and faculty formed the basis for many of these.

- The University should establish a coordinated approach to 'branding' the accomplishments of the Department and all that they offer to undergraduate

and graduate students and ensure there are opportunities to participate in centralized marketing strategies.

- The Department should examine teaching resource allocation and a rationalization of course offerings, particularly in light of small enrolments at the third and fourth year level.
 - More summer courses should be offered, in which students clearly indicated an interest.
 - A mentorship program between graduate and undergraduate students should be established.
-
- Members of the department should work together to more fully clarify the objectives of a graduate course bringing human and physical geographers together, including the options of a methodology course or a problems-based introductory seminar.
 - Reasons for tardy time to completion rates at both the master's level and the PhD level need to be examined carefully. Among other things, strategies put in place to ensure students are realistic in their proposals (master's level) and ensure that course scheduling does not have a negative impact. Other factors identified by students should also be carefully examined, as there is a potential impact on withdrawal rates as well.
 - A system of long-term planning for the funding of equipment recalibration and repair should be put in place.

Implementation Plans

The Implementation Plan submitted by the Dean of the Faculty of Liberal Arts and Professional Studies addresses many of the specific recommendations made by the external reviewers and notes that the program largely agrees with the reviewers' report. The Dean is in agreement with the Department's Plans. The Dean's Implementation Plan provides clear direction on priorities in three areas: recruitment and retention, curriculum clarity, and resources and workload. The Dean of the Faculty of Science also submitted a statement expressing support for the LAPS implementation plan and an expectation that they will be included in discussions for program enhancements. The implementation plan incorporates the Science recommendations.

Recruitment and Retention

The reviewers and the LAPS Dean's implementation plan noted that there has been a dramatic decline in student enrolment over the past seven years. The LAPS Dean's Plan states, "The Dean's office is more than willing to work with all parties to ensure that these discussions are fruitful (including supporting a "retreat"), and the impacts on student recruitment and retention could be

significant if students are presented clear pathways of study and mutually supporting programs which are transparent and permeable.” The Dean of the Faculty of Science has indicated agreement with this focus and a desire to participate. This is reflected in the table on the following page.

Action	First Responsibility	Final Responsibility	Timeline
Retreat with FES, Urban Studies and Area Studies	Geography and other departments	LAPS Dean's office (facilitating a retreat and administrative support); Science Dean and the FES Dean will be consulted.	Departments meet Spring/Summer 2016 Proposal to the LAPS and Science Dean's Offices by spring 2017.
Map of "competitor" programs in GTA	Department	Department	Formal report by Spring 2017: to be submitted to the LAPS and Science Dean's Offices.
Student Lounge	Department	LAPS Dean's Office	Fall 2017

Curriculum Clarity

The Dean's Implementation Plan submitted by Liberal Arts and Professional Studies notes the following, "The Geography Department is the only department in LA&PS which has a significant science component to it – which is both a strength in terms of interdisciplinarity and a potential weakness in that it is at least questionable that there are sufficient students or resources to mount rigorous curriculum and quality student experience in this field – both at the undergraduate and graduate levels."

The Dean of the Faculty of Science supports the review of the "Science" component of Geography and the rationalization of course offerings (see chart below).

The Reviewer's Report had the following specific recommendations for the Graduate Program. "The Department has suggested three curricular innovations: a) replacing the core course with a research design or methods course required of non-science students only; b) requiring students who do not hold a degree in Geography to take a course in geographical thought; c) requiring students to attend the professional development series." The LAPS Dean's Implementation

Plan includes attending to these specific items (see row 3 of this section of the chart below).

Action	First	Final	Timeline
Review of the “Science” Component of Geography	Department (includes faculty from LAPS and Science)	Department (including faculty from LAPS and Science) will report to the LAPS and Science Deans	September 2017
Systematic review of and rationalization of course offerings	Department	Dean’s Office (LAPS and Science)	September 2017
Enact the three “innovations” for the Graduate Program made by the Reviewers	Department	Department	September 2017

Resources and Workload

The LAPS Dean’s Implementation Plan notes that both the Reviewer’s Report and the program’s response to that report include a series of resource requests and recommendations that are related to faculty complement as well as physical space. The two action items identified in the chart below would contribute to a report that, in the Dean’s words, “highlights the ways in which it is reorganizing itself to create curricular and resource efficiency and increased enrollments and retention, to facilitate increased resources”.

Action	First Responsibility	Final Responsibility	Timeline
Review of workload documents	Department	LAPS Dean's Office	September 2017
Resource report on needs in the context of review	Department	Department	September 2017

As per normal YUQAP procedures, a follow-up report will be due in June of 2018. This report should be prepared by the Dean of Liberal Arts and Professional Studies in consultation with the Dean of Science and should provide an update on the advancement of the above recommendations and the impact on the students pursuing programs in both Faculties, as well as graduate students. The outcome of discussions with the Faculty of Environmental Studies and Urban Studies may affect the approach to the curriculum review, and the follow-up report should reflect the impact of decisions on other aspects of the implementation plan. The Report should also provide an update on enrolment in undergraduate programs and graduate program times to completions.

Alice J Pitt,
Vice-Provost Academic
York University



Humanities Department, Graduate and Undergraduate Programs, Faculty of Liberal Arts and Professional Studies

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2007-2015

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: December 12, 2016

9th FLOOR
 KANEFF TOWER
 4700 KEELE ST
 TORONTO ON
 CANADA M3J 1P3
 T 416 650 8017
 F 416 736 5876

Program Description

The Department of Humanities is an interdisciplinary unit in the Faculty of Liberal Arts and Professional Studies (LA&PS), first established in 1965 as the Division of Humanities. The Department is home to eleven programs: Canadian Studies, Children's Studies, Classical Studies and Classics, Culture and Expression, East Asian Studies, European Studies, Hellenic Studies, Individualized Studies, Jewish Studies, Religious Studies and US Studies. Children's Studies was reviewed separately in this same period.

At the graduate level students may pursue an MA and PhD in Humanities or in Interdisciplinary Studies. (The Interdisciplinary Studies program, which is not related to an undergraduate program, was reviewed separately in this same period.)

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Canadian Studies	0	4	3 (Hons)
Classical Studies and Classics	12	40	5 (Hons); 5 (90-Credit)
Culture and Expression	10	31	6 (Hons); 6 (90-Credit)
East Asian Studies	26	64	13 (Hons)
European Studies	0	n/a	0
Hellenic Studies	1	3	0



Humanities	84	429	57 (Hons); 99 (90-credit)
Individualized Studies	1	4	0
Jewish Studies	3	7	4 (Hons)
Religious Studies	15	46	14 (Hons); 6 (90-credit); 1 Certificate
US Studies (new in 2014)	0	0	0
MA – Humanities	19	17	14
PhD - Humanities	16	61	4

Review Process

Undergraduate programs offered in the Department of Humanities are interdisciplinary and interdependent. The department provides a significant number of general education courses, and many of its courses serve as electives for students across the university.

All but two of the undergraduate programs completed an independent self-study report that referred to their individual prior reviews, where applicable, provided degree requirements and learning outcomes, discussed quality indicators and identified specific areas of concern.

US Studies was approved in January 2013 and was not included in the review; Canadian Studies does not have a co-ordinator and was not included in the review. The Department provided an overview of its programs that described its commitment to core principles and enduring values of an interdisciplinary humanities based education for a diverse, inclusive and democratic society. A common set of *curriculum vitae* was provided; however, individual self-studies identified expertise of individual faculty members as appropriate.

Reviewers appointed by the Vice-Provost Academic:

Zeba Crook, Full Professor, Religious Studies, College of Humanities, Carleton University

Kathryn Lofton, Full Professor, Religious Studies, American Studies, History and Divinity, Yale University

Rob Wilson, Full Professor, Literature, Creative Writing, and Cultural Studies, University of California Santa Cruz

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)

- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: March 2-4, 2016

The first day of the site visit focused on the Graduate Program in Humanities and included consultations with Vice-Provost Academic, Alice Pitt, AVP and Dean of Graduate Studies, Barbara Crow, University Librarians, faculty members in the graduate program and a group of students.

The second and third days of the visit focused on the under graduate programs. The reviewers met with the Associate Dean Programs as well as faculty members (both full-time and contractual) and students from the various undergraduate majors.

Outcome:

The Joint-Committee on Quality Assurance concluded that a meeting with the Department and the Dean should be called in order to ensure that there is a shared understanding about the need to revise the curriculum and to discuss the supports necessary to enable the process.

The meeting between the Associate Dean Programs, the Humanities Chair, Graduate and Undergraduate program directors and members of the Joint Sub-Committee on Quality Assurance was held on January 26, 2017. The conversation about the challenges outlined above was constructive. Members of the Joint Sub-Committee were confident that the Dean's plan provided enough structure to allow the Department to advance discussions and decisions about future directions.

The Follow-up Report, due in June 2018, will provide a progress report on how the various undergraduate programs will achieve distinctive program expectations and learning outcomes in relation to a core of Humanities-based education. The report should address the status of Canadian Studies and US Studies, as well as European Studies and Hellenic Studies, based on the Joint Sub-Committee's assumption that these may no longer exist as distinct majors.

The report should address the graduate programs plan to require completion of comprehensive exams by the end of the second year of enrolment. The program should address the distribution of supervisions, and the reliance on independent studies should be addressed as an indication of a need for curriculum review.

The next cyclical program reviews will occur after eight years or before, depending on deliberations about how best to organize the programs for review.

Strengths

Members of the Humanities Department are highly committed to teaching and scholarship and the value of the humanities in a diverse society, and students appreciate their passion.

Graduate Program:

- The review report states, “The faculty complement of those who contribute to the Graduate Program in Humanities is a broad, diverse, and stunningly productive and innovative collection of scholars.”
- The learning outcomes are clear, appropriate, and in alignment with the relevant degree level expectations.
- the Scott Library admirably supports scholarship in the Humanities at York and the scholarly output of graduate studies is impressive

Undergraduate Programs:

- Faculty teaching in the Humanities programs provide excellent opportunities for study via cultural and intellectual horizon-widening and skill-building experiences rather than via technical training in a traditional discipline.
- The review report states, “There is a remarkable fervor for humanistic teaching.”
- The review report states, “We agree with the previous review that Humanities faculty provide a curriculum that is inclusive and interdisciplinary; upper-level courses challenge students appropriately, and there are opportunities for self-directed intellectual and scholastic growth in areas of interest and importance for all types of students with diverse backgrounds and career trajectories where broad and deep study of the Humanities is necessary and in demand....”

Opportunities for Enhancement:

The reviewers, in the External Reviewers Report, provided four specific recommendations for the Graduate Program to consider:

1. With respect to the timing of the Comprehensive Exams, we would encourage the Program to revisit the question of timing: is it indeed the case that students are best served (intellectually, academically, and professionally) by keeping the comprehensive exams in the 3rd year?
2. The Directed Studies clearly benefit individual students, but does their high number negatively impact the program (in terms of enrollments in other courses) or individual professors (in terms of unacknowledged work-load)? We encourage the Department to look into this.
3. We strongly encourage the university to treat the host of up-coming retirements seriously. Replacing at least some of the retirements is the surest way of securing the well-wrought quality of this program.
4. We encourage the department to investigate the cause of the imbalance in graduate supervisions and committee work, and to consider whether the opportunity to work with graduate students in this variety of ways might be spread more evenly.

The review report offered suggestions as well, of which the following is noted:

- The self-study refers to an ongoing lack of student interest in “The Cultures, Technologies and Sciences of the Modern,” and students expressed confusion about the category itself. We encourage the Program to continue its work in re-evaluating the structure of those divisions.

The review report provided eight recommendations for the Undergraduate Program, summarized as follows:

- A reliable, consistent, and clear system for allocating faculty resources within the Department must be established in light of long term prioritization.
- The Department should review the process by which TA assignments are made for Humanities course and consider a Humanities level training program for the TAs.
- Decision making about courses to be offered by the various undergraduate programs should be reviewed. In particular, the role of Classical studies within the University and its relation to Humanities should be reviewed.
- The Department should explore online and blended delivery modes for some courses.
- Certificates and other options for collaboration for programs should be explored (example: culture and expression with marketing).
- Humanities is integral to the university and should continue to be supported with new full-time faculty members appointments.

Implementation Plan

The Department provided a robust response to the review report recommendations that took into account individual programs' response to the review report. The Department has established a new process for discussing program needs that is aimed at encouraging collaboration among programs. The unit response clarified that graduate student TA alignment between their areas of study and teaching assignment is very high; the unit is committed to work with programs to ensure placement of highly qualified TA's in all Humanities courses. A training program has been developed and, after initial success in 2015-2016 (program appended), will seek to expand. Guidelines have been developed for on-line and blended courses (appended), and a university funding program supports the conversion of three courses to online format. Recommendations for new certificates will be explored. The Department will work with the Faculty to improve students' access to degree checklists.

The PhD program in Humanities planned to discuss recommendations regarding the comprehensive exam in September, and encourages the department to examine in greater depth the impact of the high number of independent studies and the uneven distribution of supervisory roles. The program is committed to reviewing the third area, 'The Cultures, Technologies and Sciences of the Modern', and will also initiate a process for culling courses that are not being offered.

The Dean's Implementation Plan notes that the review report expressed a high level of satisfaction with the graduate program and encouraged additional resources.

The Dean's Agenda of Concerns raised the issue of the graduate program's curricular coherence, to which the Review Report responded, "The appearance of a lack of program coherence, because the array of topics offered in courses is so broad or seemingly unrelated (implied in the Decanal Agenda of Concerns), is in fact an illusion that does not hold up under pedagogical or conceptual scrutiny." The implementation plan seeks "clearer understanding of 'pedagogical or conceptual scrutiny' of the

curriculum from the program’s perspective,” with a view to providing a curriculum plan, as has been done in other interdisciplinary programs at York. The plan asks the program to take a second look at graduate times to completion and encourages exploration of supervisory and curriculum collaboration with other programs.

Finally, the plan asks that the review of course offerings be conducted on grounds of curricular and pedagogical considerations and not, as the program response suggests, solely on the wishes of faculty. The Associate Dean expressed a strong interest in participating in the review and planning exercise jointly with the program.

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report and development of a three year curriculum plan	Graduate Program	Dean’s Office in conversation with the Graduate Program	January 2017
Report on Program and Supervisory Student support to improve time to completion	Graduate Program	Dean’s Office review	January 2017
Initiate curricular collaboration process	Graduate Program along with other interdisciplinary graduate programs	Dean’s Office with the AD Graduate and Research	March 2017

The Dean’s Implementation Plan draws attention to the Review Report’s praise for the undergraduate program offerings: “Although administrators refer repeatedly to these eleven undergraduate degree programs as a sign of the problematic, even confusing, diversity of Humanities at York, for the faculty who teach within these programs—as well as for the students who learn in them—such confusion is not easy to find. Instead, what one finds is a profound connectivity and interdependency; what one finds is depth, creativity, and an unusual level of alacrity among all contributors about why Humanities is so special at York.”

The Dean’s Implementation Plan sees a contradiction between the high number of degrees (majors) and the quality of integrated study: “We are unclear as to logic underlying the claimed equivalency between the number of programs and the depth of study of humanities as a subject. Could the Department of Humanities not continue to offer a broad and exciting range of courses without the need for eleven separate degrees?” The Plan goes on to ask, “Do the many programs within Humanities lead to good learning outcomes for students?”

The Dean’s Implementation Plan asks the Department to go beyond improving access to degree checklists to address this question.

It would seem clear that if the Department believes that what it offers in terms of curriculum is of value, then that value should be clearly articulated to students. A clear curriculum map developed by the Department and Programs would seem to be an obvious solution and would provide a quick visual overview of the various degree types offered.

The Plan concludes with an expression of commitment to an “ongoing conversation about the best ways in which to provide quality curriculum within the Department of Humanities into the future. We are particularly interested in hearing about any new directions the Department would like to consider that reflect recent advances in the study of the Humanities.”

Action	First Responsibility	Final Responsibility	Timeline
Departmental Report on the value and learning outcomes of its Programs	Department	Review by the Dean's Office	April 2017
Clear curricular maps for all degrees within the Department with clear learning outcomes	Department	Review by the Dean's Office	April 2017
Examination of opportunities for TA training and more efficient placement	Department and Graduate Program	Dean's Office with the help of AD Graduate and Research	March 2017
Department retreat to discuss the future direction of the Department in terms of Governance and curricular innovations	Department	Dean's Office and appropriate committees	May 2017
Meeting between the Dean's Office and the Department	Department and Dean's Office	Department and Dean's Office	January 2017

Vice Provost's note on the review process:

The decision to review the collection of undergraduate programs, along with the Humanities graduate program, housed in the Department of Humanities was based on the understanding that the interdependency of the programs and the involvement of faculty members appointed to the Department in many, if not all, programs precluded independent reviews. A third external reviewer was added to the team in order to account for the complexity of the self-study brief. The site visit was scheduled over 3 days instead of the customary 2 when the review includes a graduate program. Phone conversations with the review team, prior to the site visit, allowed me to describe the Quality Assurance Framework and its emphasis on a curriculum design oriented by

degree level expectations and program level student learning outcomes mapped onto courses.

Alice J. Pitt
Vice-Provost Academic
York University

Music, Graduate Programs, School of Arts, Media, Performance and Design

Cyclical Program Review – 2008-2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Graduate Program in Music currently offers two degrees: MA (since 1975) and PhD (since 1993) with six fields approved by the Ontario Council of Graduate Studies: Composition, Ethnomusicology, Jazz, Musicology, Performance, and Popular Music Studies.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's level	38	57	47
PhD	8	24	1

Reviewers appointed by the Vice-Provost Academic:

Dr. Steven Pond, Chair, Department of Music, Cornell University
 Dr. Eleanor Stubley, Associate Dean, Graduate Studies in Music, Schulich School of Music, McGill University
 Dr. Lisa Farley, Associate Professor, Department of Education, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Site Visit: April 4,5, 2016

During the site visit the following individuals were interviewed: Vice Provost Academic, Alice Pitt; Dean Graduate Studies, Dr. Barbara Crow; Dean AMPD, Dr. Sean Brixey; Music GPD, Prof. Michael Coghlan; GPD elect, Prof. Mark Chambers; Music GPA, T. Tiban Rios; MA/PhD students; Music Faculty; University Librarian, Joy Kirchner; and Music Librarian, Rob Vander Bliet. Spaces that were visited included the AMPD Library and Sound and Moving Image Library.

Additional meetings included formal and informal sessions enabling a range of group and personal perspectives to be shared. Two faculty members provided confidential independent written reports.

Outcome:

The Joint Sub-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 June 2018. The next CPR will begin in the Fall of 2021 and will align with the undergraduate program.

Strengths:

The Review Report noted the following: “The Graduate Program in Music can point with justifiable pride to its long history of compositional experimentalism, its early embrace of ethnomusicology as partnered with historical musicology, and its advancement of performative and cultural studies in jazz and popular music.” They also noted that AMPD facilities are excellent and “facilitate communication and cross-fertilization among the arts and distinguish the space from other local and national schools”.

Among the strengths of the program are its versatility, diverse community, multiple musical traditions, experimental history, and sensitivity to the intricate connections between making music and studying musical cultures.

Opportunities for Enhancement:

The reviewers made the following observation in their report: “Given that the new funding economy requires sustainable programs, the diverse student and faculty body is rich in potential for building mutually beneficial long-term partnerships with the broader community in which the department and university are embedded.” In particular, students’ continuing professional ties, in combination with faculty associations, provide a dynamic network of collaborative relationships through which the long- standing gap between research and practice can be reimagined.

The reviewers stated that the Program and School of Arts Media Performance and Design must solidify an identity, beyond the current impasse. They wrote, “The Dean and faculty must agree on a vision for new hires, and a plan to make the vision sustainable.”

The reviewers’ report provided five sequential questions for consideration, focused on the role of performance, of technology, of the Keele and Markham campuses, potential cross-appointments and the strong professional background of students.

The reviewers recommended that the program enhance research opportunities to prepare students for post-graduate careers beyond academic positions. In addition they suggested that the program focus attention on the time to completion of students, the strategic scheduling of core elements at reliable intervals and the streamlining of candidacy requirements.

Given the large number of retirements that are forthcoming, the administration and faculty will need to work together to incentivize a workable distribution of supervision and teaching. They noted the importance of a definition of criteria that counts for performance contributions.

Charting a unique identity represents an exciting opportunity for the program. The detailed recommendations of the reviewers may assist with the larger discussions that will be necessary to develop a distinctive identity that allows York to clearly differentiate its programs from others being offered in the greater Toronto area, and Canada more generally, and therefore continue to attract excellent students.

Implementation Plan

The Dean noted in his implementation Plan that the program had commented thoroughly on a number of the recommendations made by the reviewers. He acknowledged that Graduate Program in Music has been known for its early embrace of ethnomusicology partnered with musicology and the advancement of its studies in jazz and popular music. He stated, “The articulation and promotion of the Department of Music’s distinctiveness amongst its competitors will be strengthened through an internal evaluation of our course offerings, student surveys, focus groups, market analysis and the implementation of program milestones”. A key component of the Dean’s Implementation Plan addresses the need for a strategic complement plan.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
<p>Reimagine and define a distinctive, future focused, and sustainable creative identity that will resonate with and attract a new generation of interdisciplinary graduate students, as well as clearly differentiate AMPD's Music program offerings from other like competitors</p>	<p>1. Utilize input from Music's 2016 strategic visioning exercise, in combination with graduate student survey and focus group data to create, articulate and clearly communicate a savvy, new, future focused identity for AMPD's Graduate Music programs</p>	<p>1. Graduate Program Director Department Chair, Associate Chair, Area Coordinators, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design</p>	<p>1. Begin branding and identity process, Winter 2017</p> <p>2. Undertake Graduate Student survey and focus group, Winter 2017</p> <p>3. Rollout new branding and identity, Summer 2017</p>
<p>Refine and streamline curricular offerings to more effectively reflect clusters of student creative and scholarly interest (e.g. sound and movement; technology, entrepreneurship, innovation and change; radical performance; gesture, pattern, etc.)</p>	<p>1. Move the instruction of core curriculum to "cluster" studies courses rather than excessive numbers of Directed Reading and Independent Study courses.</p>	<p>1. GPD, Graduate Executive Council, Departmental AAPPC representative</p>	<p>1. January 2016 submission of course changes to AAPPC Committee.</p>
<p>Program enhancements need to be supported by a concerted and more demanding requirement to track progress, both in advising and in Departmental record-keeping.</p>	<p>1. Implementation of clear program milestones.</p> <p>2. Incoming orientation review and end of year full faculty reviews provide new levels of guidance.</p>	<p>1. Graduate Executive Committee led by the GPD</p> <p>2. Graduate Program Director in coordination with the Graduate Program Assistant.</p>	<p>1. Notification and communication of programmatic enhancements to students, Winter 2017</p> <p>2. Full implementation, Summer 2017.</p>

<p>Remove completion rate bottlenecks, e.g. overly complicated fieldwork research for ethnomusicologists, course offering schedules, advisement slowdowns, concern of post-graduation professional market</p>	<ol style="list-style-type: none"> 1. The creation and communication of suggested courses to help clarify specific areas of study suitable for each graduate candidate. 2. Changes in degree requirements allowing for more a more rapid path through the program. 3. Regular, scheduled, graduate executive meetings to discuss major and minor adjustments to degrees 4. Review of Masters degree that culminates with an MRP and no defense 	<ol style="list-style-type: none"> 1. GPD, Graduate Executive Council, and Graduate Program Assistant 2. GPD, Graduate Executive Council, Departmental AAPPC representative 3. GPD, Graduate Executive Council, Departmental AAPPC representative 	<ol style="list-style-type: none"> 1. Tailored orientation interview process between and individual student and the GPD. Implementation Summer 2017 2. Implementation, Fall 2017 3. Ongoing 4. Possible implementation, Fall 2017
<p>Develop strategy to reinvest in Full-Time Faculty Complement (new-hires/retirement replacements) reconciling the needs of historical core disciplines and student demand for new fluencies.</p>	<ol style="list-style-type: none"> 1. A prioritized list of replacement positions has been submitted to the Dean of AMPD. 	<ol style="list-style-type: none"> 1. Department Chair, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design 2. Pan Faculty Search Committee 	<ol style="list-style-type: none"> 1. Request innovative new positions with Spring 2017 Faculty complement request

This plan is detailed and ambitious but clear in its identification of responsibilities and timelines. The follow-up report on this plan, which will be due in June 2018, should provide an update on the implementation and the impact where it can be measured. The follow-up report will include a revised articulation of degree level expectations, using the OCAV framework (see link: <http://oucqa.ca/framework/appendix-1/>) and student learning outcomes with clear indication of assessment of outcomes.

Alice J. Pitt
Vice-Provost Academic
York University

Political Science/Science politique, Undergraduate, Glendon College

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Department of Political Science at York University was established in 1964 at the time York University was founded. Glendon College offers the BA and IBA option in Political Science.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Political Science (Glendon)	85	198	42 (Hons); 18 (90-credit); 1 certificate

Reviewers appointed by the Vice-Provost Academic:

Rianne Mahon, Professor, Political Science, Wilfred Laurier University, Waterloo

Mark B. Salter, Professor, Political Studies, University of Ottawa, Ottawa

Philip Kelly, Professor, Geography, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean’s /Principal’s Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Site Visit: March 31 and April 1, 2016

The Political Science site visit combined the review of the Political Science Department in the Faculty of Liberal Arts and that of Glendon College. The Reviewers met with Alice Pitt, Vice Provost Academic, Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts and Professional Studies, Principal Donald Ipperciel from Glendon College and Barbara Crow, Dean and Associate Vice-President, Faculty of Graduate Studies. In addition, the reviewers met with the following LAPS representatives: David Mutimer, Chair, Dennis Pilon, Undergraduate Program Director and Elizabeth Dauphinee, Global Political Studies Coordinator from the Department of Political Science. Glendon participants in addition to the Principal included Mario Roy, Associate Principal Academic, Ian Roberge, Chair, Department of Political Science. The Graduate Program was represented by Sabah Alnasseri, Graduate Program Director, and the MA Coordinator, Terry Maley. The reviewers had several opportunities on each campus to meet with graduate and undergraduate Faculty members and students, as well as administrative staff.

Outcome:

The Joint Sub-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 June 2018. The next CPR will begin in the Fall of 2022.

Strengths:

- The Glendon Political Science Department is firmly committed to the College's mission to be 'a flagship bilingual centre of higher learning for Francophones, Francophiles and multilingual students'.
- The faculty members within the department have robust research profiles and an excellent rapport with students, who feel engaged and inspired by the program and their interactions with faculty members.
- The program has a well-developed articulation of program level expectations and student learning outcomes. Course-level assessments would benefit from more clearly-articulated alignment with outcomes.

Opportunities for Enhancement:

- There are gaps in courses offered, notably an introductory 1000 level course, a third-year core course offered in French and courses in the comparative field that go beyond the European Union and the United States to deal with the majority of the world that resides in the Global South.
- The Political Science program should take advantage of the

Glendon office for internships and co-operative education, which would certainly echo the successful structure of co-op and community engagement opportunities currently available.

- The Department has expertly harmonized its resources and mission; however, it is stretched and additional resources will ensure the program can maintain its current quality.
- The review report encouraged consideration of a merger of the Political Science and International Studies programs.

Reviewer Recommendations

The Reviewer Report in which the Political Science Departments in both the Faculty of Liberal Arts and Professional Studies and Glendon College were evaluated, resulted in five substantive recommendations. The recommendations made with respect to Glendon were:

- I. **Support for additional faculty at Glendon.** In our interpretation, Glendon Political Science cannot be expected to fulfill its mandate to teach its required courses, particularly in French, without a full-time, tenure track member to supplement the already-stretched current staff. To maintain the high quality of teaching and student engagement, a new hire is imperative and non-negotiable.*
- II. **Merger: POLS and International Studies.** Following the practice of many schools Glendon's Political Science and International Studies Programs can be integrated with little disruption or duplication. This does not obviate the need for an additional full time tenure track position, but may help with overstretched support-staff.*

Principal's Implementation Plan

The Principal of Glendon College has reviewed the reviewer's recommendations and the program's response and provides an implementation plan that advances prioritized recommendations listed in chart below. In response to the recommendation for an immediate additional academic appointment to the department, the Principal has committed to a 3-year CLA and to replacement appointments.

Recommendation Abbreviated	Agents	Dependencies	Start Date	End Date
Explore the possibility of a merger between the POLS and the ISTL Departments	program	Office of the Principal	1-Sep-16	1-Sep-18
Enhance the Experiential Education offerings in the Political Science program	program	Office of the Principal, EE Coordinator	1-Sep-16	1-Sep-18
Improve support for Anglophone students taking courses in French	program	Office of the Principal, Centre for French as a Second Language	1-Sep-16	1-Sep-18
Offer an introductory 1000 level course	program	Multidisciplinary Studies	1-Sep-16	1-Sep-17

Progress on the plan will be provided in the follow-up report due in June 2018 and should include an update on steps to increase engagement with the Department of Political Science in Liberal Arts and Professional Studies.

Alice J. Pitt
Vice-Provost Academic
York University

Political Science, Undergraduate, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The original Department of Political Science was founded in 1964, with the new merged version (combining the separate Arts and Atkinson departments) established in 2009 within the newly created faculty of Liberal Arts and Professional Studies. The department presently offers a number of different degree options:

- Bachelor of Arts (BA) in Political Science (90 credits)
- BA with Honours in Political Science (120 credits)
- BA Specialized Honours in Political Science (120 credits)
- BA Specialized Honours in Global Political Studies (120 credits)
- BA Honours Double Major
- BA Honours Double Major (linked)
- BA Honours Major/Minor

The above degrees preceded and followed the merger. The degree options below were added after the merger in 2009.

- International Bachelor of Arts (iBA) with Honors in Political Science
- iBA Specialized Honours
- iBA Honours Major/Minor

At the graduate level students may pursue an MA or a PhD as well as graduate diplomas in International & Security Studies and in Democratic Administration.



Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Global Political Studies (LAPS)	5	39	9
Political Science (LAPS)	187	908	143 (Hons); 97 (90-credit)
MA	40	48	39 and 4 Diplomas
PHD	21	103	15

Reviewers appointed by the Vice-Provost Academic:

Rianne Mahon, Professor, Political Science, Wilfred Laurier University, Waterloo, Ontario

Mark B. Salter, Professor, Political Studies, University of Ottawa, Ottawa, Ontario

Philip Kelly, Professor, Geography, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: March 31 and April 1, 2016

The Political Science site visit combined the review of the Political Science Department in the Faculty of Liberal Arts and that of Glendon College. The Reviewers met with Alice Pitt, Vice Provost Academic, Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts and Professional Studies, Principal Donald Ipperciel from Glendon College and Barbara Crow, Dean and Associate Vice-President, Faculty of Graduate Studies. In addition, the reviewers met with the following LAPS representatives: David Mutimer, Chair, Dennis Pilon, Undergraduate Program Director and Elizabeth Dauphinee, Global Political Studies Coordinator from the Department of Political Science. Glendon participants in addition to the Principal included Mario Roy, Associate Principal Academics, Ian Roberge, Chair, Department of Political Science. The Graduate Program was represented by Sabah Alnasser, Graduate Program Director, and the MA Coordinator Terry Maley. The reviewers had several opportunities on each campus to meet with

graduate and undergraduate Faculty members and students, as well as administrative staff.

Outcome:

The Joint Sub-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 June 2018. The next CPR will begin in the Fall of 2022.

Strengths:

The Review Report notes that the LAPS Political Science Department enjoys a strong reputation and that its “general objectives are clearly consistent with the priorities identified in the University Academic Plan 2011-2015, which emphasized the promotion of critical explanations, social justice and service to the public good; fostering the capacity to contribute to building a democratic society, and development of a deeper understanding of global issues facing the community as well as the 2013-2018 Strategic Research Plan, which identified ‘forging a just and sustainable world’ as one of its six priorities.

Undergraduate programs:

- The program has a deep bench of talented faculty members and is generally strong in all five fields of concentration. Many mid-career faculty are on the road to establishing strong international reputations.
- Courses at the 1000 and 2000 level are generally taught by full-time faculty, as are most upper year courses.

Graduate program:

- The Department has a global reputation for critical approaches to political science. There is real strength in the areas of Marxist political economy, feminist politics and critical international relations theory, as well as fresh thinking in the approach to Canadian politics and consideration of key contemporary questions in Comparative Politics.
- Mentors are appointed to all incoming PhD students.
- Students at the master’s level have the opportunity to take integrated graduate courses with the doctoral students which opens up the opportunity to encourage students going on to the PhD to take a core course in their minor field.

Opportunities for Enhancement:

Undergraduate programs:

- The program should consider moving toward three credit courses at the 2000 level, including an Introduction to Women and Politics, identified as one of the program’s five fields but currently the only one without a 2000 level core course.
- Clear pathways for students should be identified to help students navigate

through the multitude of third and fourth year courses, identifying the essential elements of the programs and reflecting existing and emerging strengths within the unit. An effective articulation of program level expectations and student learning outcomes mapped to courses and fields is required.

- The program should consider the possibility of a placement or co-op course as well as the clear opportunities and identification of experiential learning opportunities in existing courses.

Graduate program:

- Doctoral students should be able to complete core courses in the first year to facilitate identification of a thesis topic and the assembly of a dissertation committee earlier than third year.
- The reviewers strongly recommend the introduction of a research design course to facilitate student research.

Recommendations from the Reviewers (selected)

To support the best utilization of resources and capital, the reviewers had the following core recommendations for the programs:

1. **Reform the LAPS graduate program** -to address its multiple challenges, particularly at the doctoral level; the following actions were recommended:

- i. Streamline Yr 1-2:** Students take rationalized and streamlined core courses in Yr 1.
- ii. Qualifying Exams Summer Yr 1:** both qualifying exams to be written before Yr 2 starts, with a corresponding change in the cultural expectations of the workload and purpose of the doctoral exams.
- iii. Research Design Course Yr 2:** A general, critically-oriented research design course that leads to the practical creation of a viable doctoral dissertation project, with the expectation that project will be defensible in Yr 2 summer.
- iv. Professional Development programming:** Creation of a stable, professional development curriculum that includes academic writing and publishing, project planning and time management, non-academic careers, teaching and research.
- v. Culture of collegiality:** York has only recently begun to respond to the 2008 program review report comments on the number of students failing to complete the graduate program. In addition to supporting these reforms, LAPS Political Science must take ownership of its professional responsibility to prepare students for academic and non-academic job markets alike, and to create a culture of excellence and collegiality. The current department plan does not address culture, yet this must be a priority.

2. **Identity Exercise:** Given the recent and imminent change in the professoriate at York, it is imperative that there be an active, positive, and forward-looking

reassessment of the existing LAPS department and an alignment of strengths and goals. In addition to an acknowledged strength in political economy and feminism, critical thinking and social justice, York faculty also have a strong presence in post-colonialism, critical security studies, and critical methods. A program of mentoring and the development of a culture of collaboration, collegiality and conversation must be fostered in order to capitalize on the strong mid-career faculty that are already productive and well-positioned to take leadership roles in the department.

Implementation Plan (prioritized)

The reviewers mentioned numerous times in their report that the LAPS Department of Political Science is at a cross roads, and that this is an opportune time to chart its new, unique and positive identity.

The Dean's Implementation Plan focuses on the need for the Department to establish plans for curricular review and renewal.

Two priorities for the undergraduate program are below:

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report of Undergraduate Program with clear timelines and outcomes (including issues raised in the self-study and DAC)	Department (done in October 2016)	Dean's Office in consultation with the Department	January 2017 at the latest
Retreat reviewing the identity of Political Science – looking forward strategically	Department	Dean's Office review of retreat goals and aims	January 2017

At the graduate level, the following priorities have been identified.

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report of Graduate Program with an eye on collaboration	Department	Dean's Office in consultation with the Department and other impacted Graduate Programs	March 1 st , 2017
Developing a plan to deal with time to completion	Department	Dean's Office review	Report from Department and School by March 1 st 2017

The Follow-up Report from the Dean, due in June 2018, should itemize the action items that results from these planning activities and should include details about where the responsibility lies and the timelines for completion.

Alice J. Pitt
Vice-Provost Academic
York University

Psychology/Psychologie, BA/iBA and BSc/iBSc, Glendon

**Cyclical Program Review – 2007 to 2014
 Final Assessment Report and Implementation Plan
 Reported to Joint-Committee on Quality Assurance: December 12, 2016**

Program Description

The Psychology Program (BA) at Glendon College was established in the 1970s. The International BA (iBA) options were available in the early 1990s. The BSc and IBSc options were approved in 2015 and were not part of this review.

The Cognitive Neuropsychology Concentration coordinates applied research opportunities between Glendon students and affiliated hospitals and health centres.

Programs at Glendon are offered in both English and French, and as a trilingual option (iBA), incorporating additional language studies and an exchange.

Psychology	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2015
BA	153	354	37 BA; 5 minor

Reviewers appointed by the Vice-Provost Academic:

Dr. Jane Ledingham, Professor, University of Ottawa
 Dr. Donald H. Saklofske, Professor, University of Western Ontario
 Dr. Robert Drummond, Professor, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean’s /Principal’s Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Site Visit: June 14-15, 2016

The Site Visit for the cyclical review of Psychology programs at York University included the graduate program and the undergraduate programs that are offered through the Faculty of Health on the Keele campus and York's bilingual campus, Glendon College. The reviewers met with the following academic administrators: Alice Pitt, Vice Provost Academic; Harvey Skinner, Dean, and Susan Murtha, Associate Dean, Teaching and Learning, Faculty of Health; Barbara Crow, Dean and Associate Vice-President, Faculty of Graduate Studies; Donald Ipperciel, Principal, and Timothy Moore, Chair, Department of Psychology, Glendon College; Joel Goldberg, Chair, Jennifer Connolly, Undergraduate Psychology Program Director, Jennifer Steele, Associate Undergraduate Psychology Program Director, Department of Psychology, Faculty of Health; and Adrienne Perry, Graduate Psychology Program Director, Keele Campus. The reviewers had the opportunity to meet with university librarians, full-time undergraduate and graduate faculty members, part-time faculty members, the York University Psychology Clinic Director, the Master of Calumet College, undergraduate students and graduate students on the Keele campus and undergraduate students at Glendon.

In the Review Report, the reviewers stated that they were impressed with the openness and willingness of participants to share viewpoints, issues, concerns, and recommendations from faculty, students and staff members.

Outcome:

The Joint-Committee on Quality Assurance met with representatives from the Psychology Department and with the Principal on January 26, 2017. The Committee concluded that the Principal's response and the decanal Implementation Plan addressed the review recommendations. Progress on the implementation plan will be included in the Follow-up Report due June 2018. The next CPR will begin in the Fall of 2022 and will include the recently-approved BSc degree options.

Strengths:

The reviewers commented on the rigour of the self-study documents and noted the following strengths, among others, in their report:

- The commitment to a scientifically grounded psychology program that provides research, foundational, and practice focused programs gives York University an edge over more limited programs or those that are directed at other areas of psychology, especially at the graduate level.
- The reviewers found the courses, programs and their objectives to be both contemporary and dynamic.
- It was noted on both campuses that "the faculty take very seriously what they teach, how they teach it, and who their 'audience' is".
- Program structures map well onto learning objectives.

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Principal's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers made a number of recommendations for the Psychology programs. Particular recommendations that were relevant to Glendon are listed below.

- The program should engage in succession planning for key administrators
- Plans should be formulated for replacements for retiring faculty (both campuses).
- Opportunities for expanding the provision of French Language programs in the GTA should be explored. For example, there is the potential that MA program offered in French could receive special funding support by federal and/or provincial governments.
- Some courses on each campus have very low enrolments, including upper year courses at Glendon.
- Students expressed a desire for more upper year courses to be taught in French.

Implementation Plan

The Principal's Implementation plan focused on three priorities.

Two of these were explicit recommendations stated by the reviewers; the third rose from a challenge raised indirectly in the report.

Implementation Priority	Responsible unit	Begin Date	End Date
Engage in succession planning for key administrators	Program	1-Jan-17	30-May-17
Prioritize areas of research for replacement positions for retiring faculty members	Program	1-Jan-17	30-May-17
Offer more French-language courses at the 3000- and 4000 level	Program (dependent also on the Office of the Principal)	1-Sep-17	1-Sep-18

Members of the Joint Sub-Committee welcomed the opportunity to meet with members of the Psychology Department and the Principal and were impressed with the strong commitment to excellence in their program, extensive experiential learning opportunities and the deliberate focus on contemporary issues, for example the challenges of our aging population. There was acknowledgement that it is essential to ensure the provision of upper year courses in French and recent hires in the Department contribute to the capacity. The program is encouraged to explore the use of technology in collaboration with Health Psychology in order to provide all students with more choices of upper year courses and to work closely with the Glendon experiential co-ordinator to support and expand its excellent opportunities. A brief discussion of the Bachelor of Science option highlighted the need for future development of or access to science breadth courses, in particular for Chemistry.

A report on the progress of the initiatives identified in the Principal's Plan will be provided in the Follow-up Report, due in June 2018.

Alice J. Pitt
Vice-Provost Academic
York University

Public Policy and Administration, Bachelor of Public Administration (BPA) and Master of Public Policy and Law (MPPAL), School of Public Policy and Administration, 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: December 12, 2016

Program Description

The first students were admitted into the MPPAL program in September 2007. In addition to the Master’s program, the School offers the Graduate Diploma in Justice System Administration (GDJSA), concurrent or standalone, which admitted its first students in its present format in September 2007.

The Bachelor of Public Administration (BPA) degree program was launched in Fall 2010. It replaced three BA programs (90-credit Ordinary and 120-credit Specialized Honours) in Public Policy and Administration (PPA), Public Policy and Management (PPM), and Public Administration and Justice Studies (PAJS). The program offers a minor option, and In addition, two certificates were launched in 2013 the Professional Certificate in Public Administration and Law and the - Professional Certificate in Public Policy Analysis.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BPA	32	93	19 Hons; 22 90-credit; 5 certificates
Master’s	51	25	41 Masters; 12 diplomas

Reviewers appointed by the Vice-Provost Academic:

Susan Phillips, Professor, School of Public Policy and Administration, Carleton University, Ottawa

Luc Bernier, Professeur titulaire, École nationale d’administration publique, Québec City and Montréal, Quebec

Burkard Eberlein, Associate Professor, Schulich School of Business, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: September 16, 17, 2015

The reviewers met with Vice-Provost Academic, Alice Pitt, the Dean of Graduate Studies, Barbara Crow, Vice Dean Kim Michasiw, the Chair of the Department, James Simeon, the Graduate Program Director, Susan Dimock, and the Undergraduate Program Director, Lorne Foster. During the two day site visit, the review team met with faculty and contract instructors, the university librarian, staff, students, alumni and York University administration, and sat in on a graduate and undergraduate class. The review team spent considerable time in McLaughlin College where SPPA is located and visited classrooms both on campus and at the downtown facility where MPPAL courses are held.

Outcome: The Joint Subcommittee on Quality Assurance concluded that the Dean's Implementation Plan outlined a comprehensive plan for program enhancements at both the graduate and undergraduate levels. Progress on the Dean's Implementation Plan will be provided in two stages. In June 2017, the Dean will provide an interim report on the outcomes of "an objective assessment of the feasibility for SPPA to continue to offer the BPA as a Major in its current form" and, in relation to the MPPAL, the assessment of "the potential of the current graduate program" as the foundation for a full-time program. The interim report will revisit the status of action items described in the Dean's Implementation Plan and provide an updated chart with timelines, responsibilities and resources to support the full implementation of the plan or alternate directions as may emerge during the period leading up to the interim report. A final Follow-up Report is due June 2018. The next Cyclical Program Review will begin in the Fall of 2021.

Strengths

Among the strengths noted by the Reviewers in their report and by the Dean in the Implementation Plan, is the fact that the School of Public Policy and Administration has strong relationships with alumni of the program. The reviewers noted, "...Master of Public Policy and Law (MPPAL) is unique among Canadian graduate programs in this field due to the extent to which it incorporates law in the curriculum and because it offers primarily part-time study for working professionals." About the undergraduate program they observed, "A key attraction of the BPA is that it provides practice, employment-ready skills (blended with more theoretical components)."

Graduate program

- The programs are designed for mid-career, part time students, carrying on the legacy of the former Atkinson Faculty's commitment to part-time learners. The MPPAL is the only program in Ontario designed for these students.
- Students are frequently promoted at their workplace during the course of the program, indicating that the program can enhance student career paths.
- Students are organized into cohorts, helping them to develop networks among their co-students and with alumni.
- The program offers the only part-time option in the Greater Toronto Area.

Undergraduate program

- The program's law and justice dimension of the program is unique in the discipline.
- The library resources are considered to be very good or excellent.
- The School offers workshops and other services to BPA students to support the search for internships and summer jobs; more students should be encouraged to make use of these.

Opportunities for Enhancement and Reviewer Recommendations

The Review Report provided a fulsome and robust discussion of the materials included in self-study, including the program's agenda of concerns, and appendices and their meetings with faculty and students.

With regards to the School, the reviewers made the following observations.

- The overall leadership model for the School should be reassessed
- Succession planning for the School's directorship and the program directors needs to be undertaken.
- Sabbatical and leave planning should be improved to ensure consistency in the program.

For the graduate program, the reviewers made recommendations related to the curriculum, including areas to consider incorporating into the programs:

- An analysis of learning outcomes should be used as an approach to quality assessment rather than primarily from the perspective of curriculum development.
- The managerial components of the program are underdeveloped relative to student career interests
- The program should consider covering areas such as collaborative management in the public sector, policy instruments, policy implementation, innovation and public entrepreneurship.
- The program should consider adding a core policy analysis course.
- Pedagogy in the program could be more practically relevant and engaging to professional adult learners, and delivery of the courses could be better suited to adult learners.
- The lack of anchor appointments has the potential to undermine the capacity to offer the programs and establish a sound research culture.

Recommendations and observations to consider for the undergraduate degree program included, among others, the following:

- The program should consider offering some courses online.
- Consideration of experiential learning opportunities should include ways to accommodate a co-op or internship option, in addition to activities within regular courses.
- Changing some 6.0 credit courses to 3.0 credit courses should be explored as an option
- Students don't always know about the experiential education opportunities offered by the program before arriving; better information prior to admission would be beneficial.

In several places the reviewers had questions and recommendations for the undergraduate curriculum. "Considering that many students work for the provincial government after graduating or for municipalities and related organizations, why not one on local or provincial government?" . Another comment was this: "...professional focus is not unique to SPPA but is being experienced across most Canadian universities. In this regard, the required courses are more valued than are a wide range of electives, stressing the need for the core courses to deliver the right mix of theory and practical skills relevant to a public sector job environment." The need for a review of the curriculum is addressed in the Dean's Implementation Plan.

Dean's Implementation Plan

The Dean's Implementation plan comprises four sections. An abbreviated version is provided below. Sections I and II address the planning needs for the undergraduate and graduate programs respectively. Section III addresses the planning needs related to the organizational structure, with a view to ensuring resources are focused on academic needs rather than administrative duties.

Section I – The BPA Program

In Section I the Dean's Implementation Plan notes that the Bachelor of Public Administration faces some challenges with regards to applications, enrolment and retention. In light of this data, the Dean asks the unit to develop a plan that examines what is realistic for the undergraduate program and to present an assessment of the feasibility of additional resources in that light. The plan should focus on the program and curriculum. It is the expectation of the Dean's Office that a response to the focused questions below will support a deep and fundamental assessment of the future the undergraduate program.

The Dean specifies that the plan will address the following:

1. Provide an objective assessment of the feasibility for SPPA to continue to offer the BPA as a Major in its current form – with all its degree options, the different streams and its curriculum as currently constituted. Specifically, the plan will assess the potential for offering the program as a Minor only which can be paired with other Majors offered by the Faculty of Liberal Arts and Professional Studies.
2. In the program response document, the School indicated its intention to undertake a curricular review and renewal exercise. In this context, the plan must do the following:

(a) *Focus on learning outcomes*: As the Reviewer's Report makes clear: "The recent change in the quality assurance process to focus on learning outcomes can be a valuable means of self-assessment and improvement.

(b) *Refrain from the development of a General Education course*: The Faculty is undertaking a comprehensive review of General Education courses so as to ensure that these courses realize specific pedagogical goals rather than becoming tools for recruitment.

(c) *Consider carefully what courses should be offered by the School's full-time faculty and what should be mounted through collaboration*. In particular, the Dean's office cannot, at this point, support the creation of further curricular offerings in law, when there are many opportunities for collaboration with other law-focused programs. If the program identifies distinctive areas for curriculum development, an assessment of those proposals will be undertaken within the larger question of degree and program structure, with a view to reducing duplication.

(d) *Management-related curricular content*: The reviewers repeatedly emphasize the need for more management content in the program. Once the larger questions about degree and program structure are determined, the Dean will be open to receiving proposals as to how this need can be addressed.

(e) *Development of blended/online content*: This should be considered again in relation to the larger question of learning outcomes and (d) above.

(f) *Experiential education*: The School has recently received a tenure-stream Alternate Stream appointment for experiential education. The plan should delineate how the School plans to use this resource in relation to an overall learning outcomes framework.

Section II - The MPPAL Program

A similar plan should be developed for the MPPAL program, with the following questions in focus:

1. *Applicant pool and student quality*: As the Reviewer's Report observes, the applicant pool for the program has not grown over the last 7 years. The School should engage in an evidence-based review of competitor and cognate programs and estimate objectively that potential, keeping in mind the need for the quality of the pool.

2. *Research*: A graduate program's reputation and growth depends centrally on its research profile. The Dean's Plan quotes the reviewers: "the number of books published by the professors of the school is impressive". However, in light of their observations about scholarship, the Dean asks that the School examine the nature of core scholarship and research strengths of its faculty, reviewing about the amount and the nature of research and publications on public administration within the School and at York.

3. *Curriculum and pedagogy*: The School should review its curriculum to do two important things: (i) re-orient curricular planning to focus on learning outcomes (i.e., have learning outcomes drive the curriculum); and (ii) reinvigorate its pedagogy.

4. *Overload teaching by full-time faculty*: The should plan consider ways of delivering the curriculum other than overload teaching, perhaps through a greater engagement of practitioners, as indicated in the program’s response.

5. *Development of a full-time program*: The plan should assess the potential of the current graduate program before any further exploration of a full-time graduate program is undertaken. The reviewers have noted that the part-time program has a niche in the GTA; evidence of the need and demand for a similar niche for a full-time program is required. The Dean noted a concern about the synergy between undergraduate and graduate programs, which could be compromised given the current state of the BPA.

Section III. Organizational/Administrative Issues

There is agreement among the Reviewers, the Program and the Dean’s Office that administrative and organizational burdens are impacting student experience at both the undergraduate and graduate levels. The plan must include a statement that outlines how its administrative needs can be met. Such a statement must offer a clear sense of the School’s priorities in relation to the questions raised in Sections I and II and must delineate the opportunity costs of deploying faculty resources to administrative needs, relative to the number of students that are served.

Section IV. Summary and concluding observations

The Dean’s Implementation Plan is summarized in the chart below. As mentioned at the outset, the two programs should be considered in and of themselves, but must also be considered in relation to one another. Are they supporting each other in the current model or are they in competition for resources? The Dean’s Office looks forward to collaborating, as the School deems necessary or helpful, and commits to reviewing and assessing the plans in order to determine resource allocation for implementation.

Action	First Responsibility	Final Responsibility	Timeline
1. Develop a plan to address issues raised in Sections I- III.	SPPA	SPPA in collaboration with the Dean’s Office	March 31, 2017

2. Develop a Report on the viability of a full-time MPPAL Program	SPPA	MPPAL in collaboration with AD Graduate and Research in LA&PS	March 31 2017
---	------	---	---------------

The Follow-up Report, which will be due in June 2018, as prescribed by the York University Quality Assurance Procedures, will give a fulsome report on the status of the development of plans, assessments and implementation progress.

Alice J. Pitt
Vice-Provost Academic
York University

Social Work, MSW and PhD, Faculty of Liberal Arts and Professional Studies

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: 12 December 2016

9th FLOOR
 KANEFF TOWER
 4700 KEELE ST
 TORONTO ON
 CANADA M3J 1P3
 T 416 650 8017
 F 416 736 5876

Program Description

The School of Social Work offers two MSW programs: an Advanced Standing Program for students who have completed a BSW – offered on a full-time and part-time basis; and a Two-Year Program for graduates from related fields.

The first MSW program offered by the School began in 1984 with a part-time program for BSW graduates. In 1997, a full-time One-Year MSW was added. Where the original program had a thesis requirement, this was replaced in 1997 with a practicum research seminar and a major research paper, called the Practice Research Paper (PRP).

In 2008, The School accepted its first students into the doctoral program. Where the MSW programs offer advanced-level professional training, the PhD program is essentially theory-based, and its dissertation requirement ensures that doctoral students do research that results in a contribution to social work knowledge and theory.

The Accredited Fields of Study for our MSW program are:

- Integration of Research and Critical Practice
- Identity, Diversity and Anti–Oppression
- Social Policy Analysis and Advocacy in a Local, Global and International Context

The endorsed Fields of Study for the doctoral program are:

- Social Policy
- Globalization and International Issues
- Systemic Oppression
- Race, Ethnicity, and Culture
- Community and Direct Practice

Program	Registrations (in-take) 2014	Enrolment FTES 2014	Degrees Awarded 2014
BSW	181	496	143
MSW	80	90	75
PHD	6	24	0



Reviewers appointed by the Vice-Provost Academic:

Dr. Leslie Brown, University of Victoria, Victoria, British Columbia

Dr. Therese Jennissen, Carleton University, Ottawa, Ontario

Dr. Don Dippo, Faculty of Education, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: February 8, 9, 2016

During the two-day visit formal meetings were held with the following individuals and groups: Vice Provost, Alice Pitt, Librarian, Catherine Davidson & Subject Librarian, Norda Majekodunmi, Field Education Manager, Vina Sandher, MSW students (all years & programs represented except part-time students), Director of the School, Barbara Heron & Graduate Program Director, Yuk-Lin Renita Wong, Field Instructors (representatives from the community), Associate Dean of Liberal Arts & Professional Studies (LA&PS), John-Justin McMurty, • PhD students (students ranging from years 1 – 8 in their years of study), Graduate Office Staff, Emma Posca, Dean of the Faculty of Graduate Studies (FGS), Barbara Crow, Faculty of School of Social Work.

Outcome:

The Joint Sub-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 June 2018; this Report will address the outcome of deliberations on the viability of the part-time program with any additional steps to be taken as a result. The next CPR will begin in the Fall of 2022 and will align with the undergraduate Bachelor of Social Work Program.

Strengths:

- The School's philosophical perspective is one that emphasizes anti-oppressive social work practice and intersectionality. York's School of Social Work is regarded as one of a few flagship schools in this regard.
- Program expectations are "derived from the Ontario Council of Academic Vice-Presidents' Graduate Degree Level of Degree Level Expectations and the School's Mission Statement," (review report) and learning outcomes are clear and appropriate.

- The modes of delivery for course material are appropriate and varied in the MSW program. A mixed range of formats is used including lectures, small group work, individual and group presentations, role-plays and other experiential activities such as interviewing, field observation, contemplative activities and web based tools.
- There is a wide range of the methods and criteria for assessing students' achievements in relation to their learning objectives
- The School is impressive in the diversity of its faculty; the School has identified that the hiring of an additional indigenous faculty member is a priority.
- The vast majority of students in the full-time advanced MSW program graduate within the expected time frame; careful attention needs to be paid to the completion time of students in the part-time program.
- The library is well equipped and keen to support social work students.

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, including the program's agenda of concerns, appendices, and their meetings with faculty and students.

The reviewers observed that students in the MSW had concerns in the following areas and provided some ideas of how the program might approach addressing these concerns:

1. Attention to practice skills in the curriculum is needed
2. More content related to Indigenous peoples and reconciliation is needed (with additional faculty as a priority)
3. There is overlap in course content within the two-year program
4. There are questions about the value of practice-based Research Paper (PRP),
5. There are concerns about Field Office services

The reviewers also supported plans the program had already put in place in some instances. They cautioned that availability of quality field placements is critical to any expansion of MSW numbers and suggested a university strategy for increasing the number of placements, providing incentives for potential field supervisors, looking beyond the 416 area, developing relationships with Indigenous agencies and communities, and developing research-based practica.

The Review Report recommended that, given concerns about student preparation and completion rates, consideration be given to closing the part-time program or, if it is retained, "that the rationale be clear and the admissions and curriculum be seen to reflect their purpose."

With regards to the PhD Program, the reviewers identified some concerns based on their review of the self-study and meetings with faculty and students during the site visit. They felt strongly that attention to these issues should be a priority for the School of

Social Work and acknowledged that the School had already established a working committee to focus on the PhD program. In particular, the following concerns require immediate attention and as with the MSW program, the Review Report included some key questions for consideration by the program, as well as detailed examples of how the concerns affect students and faculty members:

1. The purpose and expectations are unclear and should be clarified
2. There are gaps and unevenness in terms of processes and structures which need to be reviewed to improve student support and success;
3. Communications are challenging;
4. The comprehensive paper is a barrier to student progress and should be reworked to “reflect the purpose of the program” and to facilitate “student progress to the dissertation research;”
5. Space is ineffectively assigned to students, and office space should be allocated to PhD students.

Implementation Plan (prioritized)

The Dean’s Implementation Plan notes that the program has addressed each of the reviewer’s concerns very carefully in its response document.

The Dean’s Plan with regards to curriculum review is as follows:

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review of both the MA and Ph.D. Program including a review of overlap in courses	Department	Dean’s Office based on the program’s report	April 2017
Development of Indigenous Focused Curriculum	Department	Dean’s Office	June 1 st , 2017 submission to the Curriculum Committee of LA&PS
Review of the Practice Based Research Paper	Department	Department	Change for 2017/18 Cohort (July 1 st , 2017)
Field Office Service Improvement Report	Department	Dean’s Office	Report of needs submitted to DO by April 1 st , 2017

The Dean’s Office and the program have been working to address structural and resource issues identified, including support for an additional Indigenous faculty resource, field placement support and additional office staff.

The following action items and timelines have been identified by the Dean’s Office. Progress on the items will be considered as further resource requests are made.

Action	First Responsibility	Final Responsibility	Timeline
Strategic Plan for the graduate Program	Department	Dean's Office review	April 2017
Hiring plan with a focus on indigenous scholars	Department	Dean's Office	Yearly complement planning process
Increased Ph.D. accepts	Department	Dean's Office, AD Graduate Studies & Research	January 1 st , 2017

The follow-up report due in June 2018 will provide detailed information on progress and itemize additional action plans flowing from a strategic plan for the graduate programs and curriculum review.

Note: A search is underway for an Indigenous scholar with an anticipated July 2017 appointment.

Alice J. Pitt
Vice-Provost Academic
York University

**Theatre, BA/BFA, MFA Theatre, MA/PhD Theatre & Performance Studies,
School of Arts, Media, Performance and Design**

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Department of Theatre, the largest in eastern Canada, offers a BA Honours and a BFA Honours degree program, as well as a 90-credit BA, providing students with different approaches to achieving their own theatrical goals. At the Graduate level, there are MFA (Acting, Directing, Design), MA and PhD (Theatre and Performance Studies) programs. The department also has an agreement with Humber College that allows acting students to complete academic courses and receive an Honours BFA.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BA/BFA	112	456	96 Hons; 5 90-credit
MA	10	11	15
MFA	20	17	3
PhD	4	21	4

Reviewers appointed by the Vice-Provost Academic:

Elizabeth Bradley, Arts Professor, Department of Drama, Tisch School of the Arts, New York University

D.J. Hopkins, Professor, School of Theatre, Television, Film, San Diego State University

Mark-David Hosale, Associate Professor, Digital Media Program, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Site Visit: January 21 and 22, 2016

The reviewers met with Vice-Provost Academic, Alice Pitt; Dean, AMPD, Shawn Brixey; and Chair, Department of Theatre, Ines Buchli; MA/PhD Graduate Programme director Laura Levin; MFA Graduate Programme director Michael Greyeyes; Theatre Studies Coordinator Magda Kazubowski-Houston; Acting Area Coordinator Mark Wilson; Dean of Graduate Studies, Barbara Crow. The reviewers also met with university librarians, full-time and part-time faculty members and staff. There were multiple opportunities to meet with graduate and undergraduate students. The reviewers toured the facilities on campus and observed rehearsals for an upcoming production at the Joe Green Theatre in downtown Toronto.

Outcome:

The Joint Sub-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 in June 2018, which will provide documentation on alignment between program requirements and promotional materials and elaboration of faculty renewal priorities based on outcomes of the deliberations currently underway. The next CPR will begin in the Fall of 2022.

Strengths: (selected)

The reviewers begin their report with this statement, “It is clear that the range of courses taught, the content diversity of much of the curriculum and the wide-ranging interests noted speak to a vibrant, creative, and intellectually rich community”. It was clear to the reviewers that the Department of Theatre values professionally active faculty who are also committed to quality pedagogy. “The Review Committee cannot state often enough how impressed we are with the quality of the individual faculty whom we met during our brief visit.” In addition, students report that the professional connections of their supervising faculty are frequently useful in leveraging further opportunities. The reviewers said, “It is plain that longstanding excellence and thoroughness of curriculum sequencing is present in the upper level undergraduate training.”

In their report, the reviewers also noted the following: “Especially commendable are the efforts of faculty members in production and design to demonstrate leadership in the sustainability movement.”

Opportunities for Enhancement: (selected)

The reviewers suggested that the Faculty be cautious in its promotion of the programs to guard against any potential disconnect between the program as advertised and the actual program design and offerings. They also noted some lack of clarity in terms of focus for students in the Theatre Studies BA programs compared to students in the BFA program where there students see a clearer curricular path.

The reviewers observed, and the program response concurred, that supervision loads at the graduate level are unrealistic. More faculty supervisors, especially with backgrounds directly relevant to thesis work to allow supervision assignments to be reduced, would

greatly improve the student experience.

The reviewers report states that students would benefit from the development and implementation of a programmatic assessment plan.

The department needs to undertake serious consideration of how the mix of programs at both the undergraduate and graduate levels is functioning. Noting current enrolments in each and the need to offer a modern curriculum attractive to students it should carefully consider what would be the ideal program mix. The Review Report states *“Given all the demands on faculty — professional growth, teaching at undergraduate and graduate levels — the department should ask: are there programs that cannot consistently offer their curriculum because faculty are not consistently available to teach required classes? If so, as a corollary question: Are there programs that always have faculty available to teach required classes? Do these faculty assignments (including both shortcomings and abundance) reflect collectively determined department values? Is program design a different skill set than excellent teaching? Are program leaders adequately supported in enabling progressive yet rigorous curriculum design?”*

Student feedback to the reviewers was included in their report. It was noted that “All students would welcome a downtown outpost – whether a performance or studio space or a teaching extension.” Concerns raised include the lack of adequate program specific advising, student mental health issues, inadequate communication about activities, a lack of clarity about augmented training outside of the curriculum, and students’ financial contributions to seemingly mandated social events.

The Review Report ends with 20 detailed recommendations. The extensive and equally detailed program response addresses these recommendations providing additional clarity on some issues raised and outlining progress that has already been made on advancing many of the recommendations.

Dean’s Implementation Plan

The Dean notes, in the preamble to his plan, that “The faculty are actively engaged in the “wholesale interrogation” of its programs necessary to advance their academic quality and to develop new offerings to ensure a vital future.”

In the implementation plan on the following page, recommendations in the areas of curriculum, mentorship, and governance have been addressed or are in process and timelines for other recommendations project completion dates have been articulated.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
<p>Develop and implement a comprehensive programmatic assessment plan in order to enhance the quality of the program and learning experience for (BA, BFA, MA, MFA, and PhD).</p>	<ol style="list-style-type: none"> 1. New department committee to undertake curricular mapping, entrance polls at the end of first year, exit polls at the end of fourth year and focus groups. 2. Address assessment across competencies examine criteria for learning outcomes for each year of study. 3. Production faculty retreat to review program-wide learning outcomes and to develop a formal assessment model for student success in the BFA Production/Design. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, Assistant Dean of Advising, Associate Dean of Students 	<ol style="list-style-type: none"> 1. Form special ad hoc assessment and curriculum committee, Fall 2016 2. Design and execute production faculty retreat with curriculum focus, Spring 2017 3. Ongoing, Devised Theatre Faculty Committee meetings, to augment assessment initiative, Fall 2016
<p>Undertake a credit, requirement, assessment and resource audit as well as in-class and out of class time necessary to complete assigned or mandatory participation at a 'C plus' level in courses required in the major areas of study.</p>	<ol style="list-style-type: none"> 1. Theatre Studies area to initiate re-evaluation of time-to-completion of the BA degree credit sequence by reviewing pedagogical expectations and priorities. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, Assistant Dean of Advising, Associate Dean of Students, Teaching Commons 	<ol style="list-style-type: none"> 1. Audit begin, Fall 2016

<p>Refine expected learning outcomes parameters including; grading and evaluating effort, personal growth, acquired competencies, etc.</p>	<ol style="list-style-type: none"> 1. Studies area review expected student learning outcomes, processes of assessment, and grading. 2. Develop assessment criteria appropriate for both theoretical and practical components of courses, discuss ways to effectively communicate criteria to Teaching Assistants. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, Teaching Assistants 2. Department Chair, Area Coordinators, Teaching Assistants 	<ol style="list-style-type: none"> 1. Process will run throughout 2016-17 academic year. 2. Notification and communication of learning outcomes enhancements, Winter 2017 3. Full implementation, Fall 2017
--	---	--	--

<p>Restructure curriculum and resource allocation in the Undergraduate Theatre Studies program (Devised Theatre) to fully realize the program's potential.</p>	<ol style="list-style-type: none"> 1. Changes in degree requirements and resourcing to create a more equitable parallel to other Department programs (e.g. Acting Conservatory) 2. The creation and communication of new program name (Performance Creation and Research). 3. Develop new course offerings in community-based research, performance ethnography involving outreach in local underserved communities. 4. Initiate reallocation of resources to realize interdisciplinarity, integration of theory and praxis in Theatre Studies. 5. Begin conversation with Production/Design about merger of Performance Creation and Research and Devising/Production under a new name and the creation of a new BFA in Performance Creation. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, GPD's, Assistant Dean of Advising, Associate Dean of Students 2. Department Chair, Area Coordinators, GPD's, Assistant Dean of Strategic Marketing, Communications and Recruitment, Associate Dean of Students, Teaching Commons 3. Department Chair, Area Coordinators, Assistant Dean of Strategic Marketing, Communications and Recruitment 4. Department Chair, Area Coordinators 5. Department Chair, Area Coordinators 	<ol style="list-style-type: none"> 1. Begin Fall 2016 and full implementation Fall 2017 2. Full implementation Spring 2017 3. Begin process Spring 2017 and full implementation Fall 2018 4. Begin process Spring 2017 and full implementation Fall 2018 5. Begin process Spring 2017 and full implementation Fall 2019
--	---	--	--

<p>Develop strategy to reinvest in Full-Time Faculty Complement (new-hires/retirement replacements) reconciling the needs of historical core disciplines and student demand for new fluencies.</p>	<p>1. A prioritized list of replacement positions including Indigenous hires has been submitted to the Dean of AMPD.</p>	<p>1. Department Chair, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design</p>	<p>1. Request innovative new positions with Spring 2017 Faculty complement request</p>
--	--	--	--

The Dean will submit a follow-up report on these detailed plans in June 2018 outlining progress made and the impact of any changes.

Alice J. Pitt
Vice-Provost Academic
York University

The Senate of York University – Minutes

Meeting: Thursday, February 16, 2017 at 3:00 pm Senate Chamber, N940 Ross, Keele

L. Beagrie (Chair)	M. Jacobs	A. Pitt
F. Van Breugel (Vice-Chair)	R. Jayawardhana	C. Popovic
M. Armstrong (Secretary)	J. Jeffrey	M. Rajabi Paak
H. Ahmed	R. Kenedy	A. Rakhra
R. Allison	J. Kirchner	I. Roberge
C. Altilia	T. Knight	K. Rogers
G. Audette	J. Lazenby	B. Ryder
P. Avery	R. Lee	T. Salisbury
S. Barrett	R. Lenton	L. Sanders
M. Biehl	D. Leyton-Brown	L. Sergio
S. Bohn	B. Lightman	J. Sharma
G. Brewer	W. Maas	R. Sheese
S. Brixey	P. McDonald	M. Shoukri
H. Campbell	A. Medovarski	P. Singh
B. Crow	J. Mensah	A. Solis
A. Davis	J. Michaud	L. Sossin
W. Denton	P. Millett	B. Spotton Visano
M. Derayeh	M. Milo	D. Steinfeld
C. Ehrlich	M. Morrow	N. Sturgeon
L. Farley	D. Mutimer	K. Thomson
I. Ferrara	A. Mukherjee-Reed	C. Till
H. Fisher	P. Nguyen	P. Tsisis
A. Glasbeek	A. Norwood	E. van Rensburg
J. Goldberg	J. O'Hagan	G. Vanstone
A. Golijanin	S. Parsons	L. Wright
R. Grinspun	A. Perry	H. Wu
R. Haché	L. Philipps	J. Yeomans
C. Innes	R. Pillai Riddell	

1. Chair's Remarks

On the occasion of her first meeting as the Chair of Senate, Professor Lesley Beagrie of the Faculty of Health lauded her predecessor, Professor George Comninel, for his mentorship and friendship. She also expressed appreciation to Senators, University Secretary Maureen Armstrong and her University Secretariat colleagues, and the new Vice-Chair, Professor Franck van Breugel of the Lassonde School of Engineering, for their support. The Chair spoke of her commitment to collegiality, and extolled an approach to governance that is inclusive, respectful and positive. The Chair expressed condolences on the passing of a former Dean of the Faculty of Fine Arts, Joseph Greene.

The Chair advised Senators that the Executive Committee of Senate is aware that a strike by members of Unite-Here local 75 began on February 16, 2017. The strike had not resulted in a disruption of academic activities as defined by Senate policy such

The Senate of York University – Minutes

that they have been substantially interrupted or impeded. Certain provisions of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* do apply in the event of a strike on campus. As was confirmed in response to a question, these are limited to the rights of students who elect not participate in activities while a strike is on. Members of the community may access the Policy on the Senate Website for more information at:

<http://secretariat-policies.info.yorku.ca/policies/academic-implications-of-disruptions-or-cessations-of-university-business-due-to-labour-disputes-or-other-causes-senate-policy-on-the/>

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Advancing a Mentally Health Campus

In a presentation on the University's mental health strategy, the Chair of Senate spoke on the important topic of "Advancing a Mentally Healthy Campus." She cited the University Academic Plan's objectives in this domain and emphasized the need for Senate and its committees to address relevant matters. Deep engagement throughout the community is also essential to overcoming stigmatization, promoting wellness, preventing crises, and ensuring that resources are widely known and understood. For example, the Chair commended resources available to faculty members and staff which include guidance on identifying and responding to students in crisis and guidelines for responding to students of concerns. Her presentation was posted with other documents following the meeting.

4. President's Items

York's President, Dr Mamdouh Shoukri, joined in welcoming the new Chair and Vice-Chair. Dr Shoukri also commented on the following:

- the confusing and contested travel ban ordered in the United States, the response developed by Universities Canada and the University's offer to provide a home for displaced academics and students
- a visit to the Keele campus by Lieutenant Governor Elizabeth Dowdeswell, and her delight at visiting with students and touring facilities
- the status of Strategic Mandate Agreement negotiations, which included a helpful conversation with the government's lead hand, Bonnie Patterson, and the importance of collegial input through Senate and in other settings
- the striking of a planning board to further study the possibility of a French-language university in southwestern Ontario and York's commitment to seeing that Glendon's distinctive bilingual mission is protected and prospers
- the second employee engagement survey and the value of participation

The Senate of York University – Minutes

In response to questions about metrics, the President said he shared concerns about the array of indicators most commonly used, their limitations and biases. The University is pressing the government (which appears receptive) to building a narrative about research into the SMAs. He and the Vice-President Research and Innovation welcome collegial perspectives on how to expand -- and make more inclusive -- a range of indicators in order to better capture the sophistication and impact of York research.

Committee Reports

5. Executive Committee

Senate Executive reported on the following items:

- approval of the Osgoode Hall Faculty Council nominee for membership on the Sub-Committee on Honorary Degrees and Ceremonials
- remaining vacancies (on the Tenure and Promotions Committee) for 2017 – 2020 terms
- projected timelines for the consideration of recommendations arising from the Committee's bi-annual review of Senate membership
- its concurrence with recommendations from the Sub-Committee on Honorary Degrees and Ceremonials and subsequent addition of six individuals to the pool of prospective honorary degree recipients; the Sub-Committee and Senate Executive reiterated the hope that more nominations will be forthcoming while stressing that the process is not onerous
- changes to the Faculty of Education's convocation ceremonies
- as recommended by the University Secretary, approval of all eleven Faculty Council membership lists for 2016-2017

6. Awards

The Awards Committee filed its annual report on Faculty and Senate adjudications. Its Chair, Professor Robert Kenedy, highlighted data showing increases in funds disbursed and the number of students benefitting from support.

7. Academic Standards, Curriculum and Pedagogy

- a. Establishment of the Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship, Lassonde School of Engineering

It was moved, second and *carried* **“that Senate establish the Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship, housed in the Lassonde School of Engineering.”**

The Senate of York University – Minutes

- b. Establishment of a 90-credit Degree Option in and Changes to Degree Requirements for the BA programs in Educational Studies • Faculty of Education

It was moved, seconded and *carried* “**that Senate approve**

- **the establishment of a 90-credit degree option within the BA program in Educational Studies (delayed-entry); and**
- **minor changes to the degree requirements of the existing BA programs in Educational Studies as set out in the proposal attached as Appendix B.”**

- c. Changes to Admission Requirements for Masters Programs, Schulich School of Business / Faculty of Graduate Studies

It was moved, seconded and *carried* “**that Senate approve changes to the admission requirements for the following Masters programs as set out in Appendix C:**

MBA, including MBA/MA and MBA / Master of Fine Arts dual credential programs

MBA/JD

International MBA

Master of Accounting (MAcc)

Master of Finance (MFIN)

Master of Real Estate and Infrastructure (MREI)

Master of Management (MMGT).”

- d. Changes to the General Education Requirements for BA Programs in the Faculty of Science

It was moved, seconded and *carried* “**that Senate approve changes to the General Education requirements of the BA programs in the Faculty of Science.”**

- e. Information Items

ASCP reported that it had approved revised *Senate Guidelines and Procedures Governing Course Cross-Listings, Exclusions and Substitutions* along with the following minor changes to curriculum and degree requirements:

Arts, Media, Performance and Design

- minor changes to the degree requirements for the BA Honours Minor program in Theatre (Production)
- minor changes to the degree requirements for the Honours BFA and Honours BA programs in Theatre

The Senate of York University – Minutes

- minor changes to the degree requirements for the BA Honours Minor in Computational Arts and Technology program

Education

- clarification of admission and degree requirements for the BEd (Technological Education) program

Glendon

- minor changes to the Bilingual requirement for all undergraduate programs at Glendon

Lassonde School of Engineering

- minor changes to the degree requirements for the Specialized Honours BEng program in Civil Engineering

8. Academic Policy, Planning and Research

a. University Academic Plan Spotlight: Priority Area 3

In the second of a series of facilitated discussions on priority areas of the University Academic Plan, and with the assistance of Associate Vice-President Teaching and Learning William Gage, APPRC highlighted the section devoted to Enhanced Quality in Teaching and Student Learning. Vice-President Gage opened by describing initiatives and resources dedicated to enhancing teaching, and APPRC encouraged Senators to think about the question “How has your approach to teaching and learning changed in recent years in response to issues of experiential learning, technology, or internationalization, and how can you contribute to realizing the UAP objectives?”

Among the comments were the following:

- being a member of a Senate committee offers unique and valuable perspectives, and creates and sustains a hospitable environment in which to share ideas, support innovations and advance objectives
- university graduates can provide insights, so units should be considered assets in the development of innovations (Chair of Senate agrees and encourages outreach)
- experiential education is actually quite widespread, embedded in much of the curriculum; to take it further requires resources
- experiential learning can be intensive; challenges can be overcome with working closely with partners, closing the classroom / workplace gap; the Hub represents the front door to connections
- York Region has ten times the number of organizations that are in the tri-cities area in which Waterloo has thrived

The Senate of York University – Minutes

- teaching has changed and many courses have blending features; BOLD has helped, but how do we share and build on achievements
- the Teaching Commons is a valuable resource – it both welcomes visitors and visits to colleagues in their settings
- the first year experience but is not encompassed by the latest AIF call; retention issues need to be addressed; non-Faculty Colleges can be instrumental
- first year experience innovations were prioritized in past AIF calls but a sustained dialogue is essential
- as always, planning is bad if top down; we must guard against external forces debasing university education through course repositories, technologies that winnow course offerings, etc.)
- individual faculty members and the collegium at large retain their autonomy; shared services can help faculty members to enhance their teaching; it is imperative to align funding and quality

b. Information Item

APPRC reported that its Sub-Committee on Organized Research Units had concurred with a proposal of the Vice-President Research and Innovation to suspend the York Institute for Health Research as options are explored.

9. Other Business

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

Consent Agenda Items

All of the items listed below are for approval.

10. Minutes of the Meeting of January 26, 2017

The minutes of the meeting of January 26, 2017 were *approved by consent*.

11. Changes to Degree Requirements for the MFA Program in Dance • School of the Arts, Media, Performance and Design / Faculty of Graduate Studies

On a recommendation from ASCP, changes to degree requirements for the MFA Program in Dance, School of the Arts, Media, Performance and Design / Faculty of Graduate Studies were *approved by consent*.

12. Changes to the Degree Requirements for the iBA Degree Type, Faculty of Liberal Arts & Professional Studies

On a recommendation from AS P, changes to the degree requirements for the iBA Degree Type in the Faculty of Liberal Arts & Professional Studies were *approved by consent*.

The Senate of York University – Minutes

13. Changes to the Degree Requirements for the BA Programs in Anthropology, Department of Anthropology, Faculty of Liberal Arts & Professional Studies

On a recommendation from ASCP, changes to the degree requirements for the BA Programs in Anthropology, Department of Anthropology, Faculty of Liberal Arts & Professional Studies were *approved by consent*.

14. Changes to the Degree Requirements for the BA Programs in Professional Writing and English & Professional Writing, Writing Department, Faculty of Liberal Arts & Professional Studies

On a recommendation from ASCP, changes to the degree requirements for the BA Programs in Professional Writing and English & Professional Writing, Writing Department, Faculty of Liberal Arts & Professional Studies were *approved by consent*.

15. Changes to the Degree Requirements for the PhD Program in Economics, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

On a recommendation from ASCP, changes to the degree requirements for the PhD Program in Economics, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies were *approved by consent*.

16. Changes to the Requirements for the Diploma in Health Psychology, Faculty of Health / Faculty of Graduate Studies

On a recommendation from ASCP, changes to the requirements for the Diploma in Health Psychology, Faculty of Health / Faculty of Graduate Studies were *approved by consent*.

17. Changes to the Degree Requirements for the PhD Program in Social Work, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

On a recommendation from ASCP, changes to the degree requirements for the PhD Program in Social Work, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies were *approved by consent*.

L. Beagrie, Chair _____

M. Armstrong, Secretary _____



York University Board of Governors

Synopsis

448th Meeting held on 28 February 2017

Remarks

This being Vice-President Brewer’s final meeting before his retirement in mid-April, the Chair expressed the Board’s thanks and deep appreciation for his years of leadership, expertise and dedication to York, and acknowledged his fundamental contributions to the University.

Approvals

Appointment of Rhonda Lenton as the 8th President of York University for a five-year term commencing 1 July 2017

Amendment to the General By-Laws of the Board of Governors of York University.

President’s February 2017 report on appointments, tenure and promotion.

Renaming of the Jean Augustine Chair in the New Urban Environment to the Jean Augustine Chair in Education, Community and Diaspora

Tuition fee **approvals** for 2017-2018 and 2018-2019: *(See Item 5a of the [Board agenda of 28 February 2017](#) for the tuition fee dollar amounts)*

Domestic Tuition Fees

PROGRAM	STUDENT LEVEL	FEE INCREASE <i>(annually between 2017-19 unless otherwise stated)</i>
Undergraduate Non-Professional: Arts, Science and Other	All years	3%
Undergraduate Bachelor of Design (BDes)	Year 1-4	3%
Undergraduate Professional <ul style="list-style-type: none"> • BBA and iBBA • BCom (formerly BAS) • ITEC (BA and BSc) • BPA • BDEM • Computer Science (BA, BSc, iBA, iBSc) • BEng (Computer, Software, Geomatics, Space) • BEng (Electrical, Civil, Mechanical) • JD 	All years	5%
Professional Graduate <ul style="list-style-type: none"> • MBA/IMBA • LLM/PDP (Accelerated) and Non-Degree • LLM International Business Law (4 terms) • MHRM 	All years	5%
Professional Graduate <ul style="list-style-type: none"> • MF/MBAN 	Newly Entering	5%

York University Board of Governors

Synopsis

Master of Real Estate and Infrastructure (MREI)	All years	5%
Diploma in Financial Engineering (P/T)	All years	5%
MPPAL	Newly Entering	5%
MFAcc	All years	5%
Diploma – Professional Accounting	All years	5%
Master of Leadership and Community Engagement (MLCE)	All years	3%
EMBA	All years	0% (2017-18) \$5,000 (2018-19)
Master of Conference Interpreting (MCI)	All years	No increase
Master in Management (MMgt)	All years	No increase
Masters in Accounting (MAcc) and Diploma in Accounting (DiAcc)	All years	Decrease by 47% to align with MMgt and market rates

International Tuition Fees

PROGRAM	STUDENT LEVEL	FEE INCREASE <i>(annually between 2017-2019 unless otherwise stated)</i>
Undergraduate Non-Professional: Arts, Science and Other	All years	10%
Bachelor of Design (BDes)	All years	5%
MHRM, MPPAL and MFAcc	All years	8%
EMBA	Entering Year	0% (2017-18) \$5,000 (2018-19)
JD/LLB	All years	5%
Diploma in Financial Engineering	Entering year	5%
LLM International Business Law	All years	0% (2017-18) 8% (2018-19)
LLM/PDP	Entering year	6.5% (2017-18) 8% (2018-19)
BBA/IBBA	All years	5%
MBA/iMBA/MF/MBAN	Entering year 2 nd year 3 rd year 4 th year Beyond	\$1,250.00 (2017-18) \$1,649.96 (2017-18) \$2,117.91 (2017-18) \$2,658.66 (2017-18) \$3,717.67 (2017-18)
Masters in Accounting (MAcc) and Diploma in Accounting (DIAcc)	All Years	\$1,250.00 (2018-19)
Masters in Accounting (MAcc) and Diploma in Accounting (DIAcc)	All years	Decrease rates by 22% in 2017-18) to align with the MMgt program and market rates for similar programs
Undergraduate Professional: BCom (formerly BAS), ITEC, BPA, BDEM	All years	8%
Computer Science (BA, BSc, iBA, iBSc) BEng -Software, Compute, Geometrics, Space BEng – Electrical/Civil/Mechanical and for students in Common 1 st year and undeclared majors	All years	5%
Master in Management (MMgt)	Entering year	Remain at 2016-17 for both 2017-18 and 2018-19 years
MCLE – P/T	Entering year	3%
Graduate Diploma in Professional Accounting (Type 3)	Entering year	5%

York University Board of Governors

Synopsis

Master of Conference Interpreting (MCI)	All years	No increase
PhD Nursing	All years	No increase
Non-Professional Masters	All years	No increase
PhD Programs	All years	No increase

A 2.20% Increase in centrally collected ancillary fees for undergraduate students and students enrolled in graduate professional programs in 2017-2018.

Changes to the 2017-2018 Mandatory Meal Plan rates as follows:

Mandatory Meal Plans	Change
Bronze	increase of 7%
Silver	increase of 2%
Gold	decrease of 1%
Platinum	decrease of 4%
Convenience	decrease of 4%

Increases to 2017-18 undergraduate residence rates as follows:

- 3.7% increase for all double and single room types in the traditional dormitory-style residences, and
- 2.5% increase for suite-style rooms in Calumet and Bethune Residences.

Increase to rental rate in the York Apartments as follows:

- 1.5% increase for all units with continuing leases
- 4.5% increase for units with new leases in Assiniboine and Atkinson Apartments effective.
- 3.0% increase for units with new leases in Passy Garden Apartments

An increase in the scope and budget of the Central Utilities Building (CUB) and Cogeneration Upgrade project by \$1.8M above the previously approved \$15M budget.

A \$10.2M capital project for renovations and mechanical upgrades of the Tatham residence building.

The Glendon Campus Vision Plan

York University Board of Governors

Synopsis

Reports/Presentations

Remarks from the President on:

- The vast contributions and lasting legacy of Vice-President Brewer at York
- In the face of increasing polarization and extremism, the critical role universities have in upholding freedom of speech and the free exchange of ideas and information, embracing diversity and fostering tolerance
- The notable and above-system average increase in York's 101 applications for 2017-2018
- The visit to York in January by the Premier of Ontario, the Honourable Kathleen Wynne, to discuss access, teaching & learning innovation and entrepreneurial education
- The recent visit to the Keele campus by the Honourable Elizabeth Dowdeswell, the Lieutenant Governor of Ontario
- The announcement by the Federal and Provincial governments of \$48M to York University as part of the Strategic Investment Fund initiative to modernize science labs, construct a new building for the Schulich School of Business, and boost energy-efficient cooling and power for 85 buildings on York's Keele Campus
- The launch of the second Employee Engagement Survey
- The ongoing study by the Province of the possibility of a French-language university in southwestern Ontario and York's commitment to preserve Glendon's distinctive bilingual mission

A presentation on plans and recent developments at Glendon by its Principal Donald Ipperciel.

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

Remarks from representatives of the Cross-Campus Alliance on the presidential search.

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

Maureen Armstrong, Secretary