York University Senate
Notice of Meeting
Thursday, April 26, 2018, 3:00 pm to 5:00 pm
Accolade Building West, Room 206, Keele Campus

AGENDA

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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.

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M. Armstrong, Secretary
1. Chair’s Remarks

The Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, praised the organizers of Inclusion Day and expressed gratitude for the stimulating discussions involving participants at the event. She reminded Senators that January 31 is Let’s Talk Day and encouraged them to help ensure the well-being of all members of the community.

2. Business Arising from the Minutes

There was no business arising from the minutes.
3. Inquiries and Communications

There were no inquiries and communications.

4. President’s Items

The President of York University, Rhonda Lenton, devoted her remarks to a wide range of subjects including the following:

- the sad passing of valued member of the Board of Governors Honey Sherman and her husband Barry, true friends of York who funded the research centre bearing their family name
- the auspicious opening of York’s two subway stations, with its attendant opportunities to further expand connections to the Greater Toronto Area, and progress on infrastructure projects
- the success of a pilot program housed in the Faculty of Liberal Arts & Professional Studies’ School of Sociology providing a bridge to university study for youth who have precarious immigration status (for which long-term funding is being sought)
- the development and submission of a Canada Research Chair Equity, Diversity and Inclusivity action plan
- the value of collegial participation in consultations leading to approval of the next iteration of York’s Strategic Research Plan
- contributions of $175,000 to the United Way – placing York in the top flight of GTA workplaces -- thanks to a campaign led by Provost Philipps, Dean Sossin and Vice-President Advancement Jeff O’Hagan and made possible by the generosity of many faculty and staff who made donations
- piloting of a series of changes to the University Procedures for Decanal Searches responding to collegial input including the possibility of an open (but still confidential) phase in which Faculty Councils will have an opportunity to meet short-listed candidates if they agree to such a forum

With regard to Decanal search procedures, changes have been introduced in response to collegial input. The changes also provide for more inclusive representation including individuals with administrative experience, contract faculty members, alumni and staff. Some Senators expressed the view that search committees or Councils themselves should determine whether or not candidates would be asked to meet wider segments of the community.

The President responded to concerns about media advertising, and the appearance of bargaining with CUPE 3903 outside mandated processes, by pointing to the need for transparency, fullness and accuracy in communications. An open letter to members of CUPE 3903 was intended to draw attention to the University’s goal of reaching a settlement that maintains York’s leadership on collective agreements for all units. A
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statement from the Cross-Campus Alliance was read during the discussion, and others commented on the subject. It was affirmed that Senate policy will apply in the event of a disruption.

In reply to a November inquiry about York’s relationship with the Chamber of Commerce through the Council of Ontario Universities, President Lenton confirmed that she had taken up the matter with COU colleagues and was reminded that the Chamber represents small businesses owned by women. York does not necessarily agree with all of the positions taken by the Chamber.

Committee Reports

5. Executive Committee

a. Election of Members of Non-Designated Senate Committees

The Vice-Chair presented a candidate for election to the Appeals Committee and confirmed that no other nominations had been received. It was moved, seconded and carried “that nominations be closed.” As a result, Professor Patricia Wait was acclaimed as a member of SAC.

b. Information Items

The Executive Committee’s information items included the following:

- a final call for expressions of interest in membership on Senate committees and other positions elected by Senate
- approval of members of Senate committees nominated by Faculty Councils
- approval of minor amendment to Senate Rules and Procedures to change the title of “College Master” to “College Head” in keeping with the new designation announced in the autumn
- faculty complement planning and future engagement with Senate
- the Committee’s response to a request from three Senators for a discussion of searches for senior academic appointees.
- an upcoming informal meeting with members of the Board Executive Committee

Asked to elaborate on Senate Executive’s position on the request for a discussion of appointments, the Chair confirmed that the Committee had agreed that it would be important and valuable to review the Principles to Govern Presidential Search Committees and had facilitated discussion of changes to the decanal search guidelines given Senate’s interest in them out of its relationship to Faculty Councils. Because the Principles involves both Senate and the Board of Governors, prior consultation with the Board was critical to a properly framed discussion.
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6. Academic Standards, Curriculum and Pedagogy
   a. Establishment of an Industry Partnership Stream within the Honours BSc Program in Computer Science • Department of Computer Science and Electrical Engineering • Lassonde School of Engineering

   It was moved, seconded and carried “that Senate approve the establishment of an Industry Partnership Stream within the BSc Program in Computer Science, Department of Computer Science and Electrical Engineering, Lassonde School of Engineering.”

   b. Establishment of a Certificate of Proficiency in Spanish for Business and Professional Communication • Department of Hispanic Studies • Glendon

   It was moved, seconded and carried “that Senate approve the establishment of a Certificate of Proficiency in Spanish for Business and Professional Communication to be housed within the Department of Hispanic Studies at Glendon.”

   c. Closure of the BA Programs in Canadian Studies • Department of Humanities • Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried “that Senate approve the closure of the BA programs in Canadian Studies housed in the Department of Humanities, Faculty of Liberal Arts and Professional Studies.”

   d. Closure of the Latin American and Caribbean Studies Program • Department of Social Science • Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried “that Senate approve the closure of the BA programs in Latin American and Caribbean Studies housed in the Department of Social Science, Faculty of Liberal Arts and Professional Studies.”

   e. Closure of the South Asian Studies Program and Certificate • Department of Social Science • Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried “that Senate approve the closure of the BA programs in South Asian Studies and the Cross-Disciplinary Certificate in South Asian Studies housed within the Department of Social Science, Faculty of Liberal Arts & Professional Studies.”

   f. Establishment of Senate Policy, Guidelines and Procedures on Academic Accommodations for Students’ Religious Observances
It was moved, seconded and carried “that Senate approve the establishment of the Senate Policy, Guidelines and Procedures on Academic Accommodations for Students’ Religious Observances, effective 1 July 2018, and the necessary revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations.”

g. Information Items

In November Senate approved, in principle, changes to the University grading scheme. ASCP furnished details on the status of the initiative along with the steps necessary prior to its recommending full approval of a new framework. ASCP also reported that it had approved minor changes to degree requirements for the following programs:

School of the Arts, Performance, Media and Design
- Specialized Honours BFA Program in Dance Education
- BFA Dance Program for Concurrent Education
- Choreography / Performance Stream, Specialized Honours BFA, Dance
- National Ballet School Teaching Training, Options A and B Honours BFA, Dance
- Specialized Honours BFA Program in Theatre (Acting)

Faculty of Graduate Studies
- MSc program in Biology

Faculty of Liberal Arts & Professional Studies
- Professional Certificate in Investment Management
- Professional Certificate in Financial Planning
- Finance Stream within the Honours Bachelor of Commerce
- Bachelor of Public Administration
- Honours Minor Degree Option in Business
- Rubric of “CCY” for the Re-Named Children, Childhood & Youth Program

Faculty of Science
- BA and BSc Programs in Applied Mathematics
- BSc Programs in Mathematical Biology
- BA and BSc Programs in Math for Education
- BA and BSc Programs in Pure Math
- BA and BSc Programs in Statistics
- BSc International Dual Degree Program in Mathematics and Statistics

7. Academic Policy, Planning and Research

a. Budget Context for Academic Planning

It was moved, seconded and carried by the necessary two-thirds majority “that the meeting be extended to 5:15 p.m.”
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Provost Philipps and Vice-President Finance and Administration McAulay presented a detailed report on the budget context for academic planning. A notable aspect was the institution of a new, enlarged University Budget Advisory Committee (UBAC) tasked with aligning resources and Faculty, unit and institutional priorities through consultations in the 2018-2019 budget. In response to questions, it was reported that other budget development models had been assessed, but it was felt that broad, diverse consultations offered the best means to maximize input from the community. Refined timelines and milestones for a SHARP budget model were also announced.

The following points emerged in the course of discussion:

- a number of matters will be dealt with through the budget consultation process, including the perceived imbalance between Faculty deficits and the overall surplus in the Provost's Division, the differences between the operating budget and financial statements (together with the nature of restricted assets), and the extent to which revenue is controlled by Faculties
- any surpluses will be invested in academic priorities, with building the complement of paramount importance
- concerns about imposed metrics are widely shared, which underlines the need for the development of a more inclusive set for York Setting modest goals so as to ensure ability to reach
- institution-specific goals for Strategic Mandate Agreement 3 will be modest so as to ensure their realization and protect money in the differentiation envelope; even so York must improve across a full range of indicators or risk losing funding
- the SHARP model review will be thorough and open

Provost Philipps and Vice-President McAulay welcomed additional questions and comments directed to them personally or through APPRC.

b. Other Information Items

APPRC advised that Strategic Mandate Agreement 2 had been posted online and that discussions are already underway about the framework for SMA3. The Committee also reported on the following items:

- the APPRC and ASCP Forum of Ideas to be held on Thursday, February 8, 2018 in the Scott Library Collaboratory from 2:00 to 4:00.
- a substantial November update on Markham Centre planning facilitated by the Provost and Vice-Provost Academic
- the status of the “Tracking Progress Through Indicators” project launched in January 2017 which has reached a stage where, it is hoped, colleagues will assist in an effort to develop “incomparable” metrics and participate in the
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gathering of information that will depict the full range of research and creative activity
• timelines for the final phases of the Strategic Research Plan renewal led by the Vice-President Research and Innovation
• a preliminary progress report on collegial efforts to plan for the creation of a new Faculty approved in principle by Senate in June

8. Other Business

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

Consent Agenda Items

9. Minutes of the Meeting of November 23, 2017

Senate approved by consent the minutes of the meeting of November 23, 2017.

10. BA Programs in Children’s Studies, Humanities, Liberal Arts & Professional Studies: Change in Name and Degree Requirements

Changes to the name and degree requirements of Children’s Studies, Humanities, LA&PS were approved by consent.

11. MA Program in Applied Linguistics, Graduate Program in Linguistics and Applied Linguistics, LA&PS / Faculty of Graduate Studies: Change in Name and Degree Requirements

Senate approved by consent changes to the degree requirements and name of the MA Program in Applied Linguistics, Graduate Program in Linguistics and Applied Linguistics, LA&PS / Faculty of Graduate Studies.

12. Report of Senators on the Board of Governors re: November 28, 2017 Meeting of the Board

A synopsis of the Board meeting of November 28, 2017 as conveyed by Senator Mutimer and Senator Sergio was noted.

L. Beagrie, Chair

M. Armstrong, Secretary
The Academic Colleagues have continued throughout this academic year to focus on the issue of the nature and impact of government-mandated change. At different sessions they have had extensive consideration of the perspectives of: an executive head, a faculty union, a former senior government official, a governing board and the President of the Higher Education Quality Council of Ontario (HEQCO).

At the meeting of the full Council of Ontario Universities on April 12, 2018 at the University of Windsor the Academic Colleagues and Executive Heads in small groups and then the full plenary discussed the question “To what extent and in what ways will individual faculty members, academic departments and senior management have to function differently as a result of the objectives negotiated in the SMAs?” The following is a personal account of interesting points raised in those discussions:

- There is a range of views about the extent of change represented by the SMAs. Some clearly see the SMAs as government’s imposition of change in the postsecondary education sector, at least with regard to the framework of issues addressed by the SMAs if not the specific objectives and metrics negotiated in each agreement, and the camel’s nose in the tent of performance-based funding. Others see the SMAs not quite as “business-as-usual” but as simply the formalization of developments of the past two decades concerning increased accountability, learning objectives, UDLEs, etc.

- There is also a range of views about the relationship between the SMAs and the upcoming provincial election. Some think that the SMAs could potentially protect universities in the short run from ideologically-driven change imposed by a new government, because they would demonstrate that the university system is not unmanaged. Others are concerned that the SMAs signal acceptance by universities of the legitimacy of the system, which opens the door to funding being attached to performance-based metrics, with some future government imposing harsher metrics much less congenial to universities.

- With regard to metrics, many felt that SMA 2 set the bar low, with relatively innocuous measures of things that universities want to do anyway. But all acknowledged that funding is potentially at risk in SMA 3, even if the current government is re-elected (and as mentioned above, a potential government less friendly to universities could be given a tool to use against us).

- Several Executive Heads showed pleasing flexibility and appreciation that there are some departments/disciplines whose reporting on certain SMA objectives is essentially irrelevant, and that while it is important that all units think about these objectives, it is not mandatory that all units actually “do” them. That led to discussion of whether SMA objectives align with university strategic planning objectives, and even if so, whether those planning objectives call for compliance by all units, and whether future resource allocations will favour those units which “measure up”. There was also recognition that certain university policies designed to allocate resources among Faculties (like York’s SHARP budget model) might cause concern among faculty members that application of the same principles at the unit level, whether explicitly intended or unintended, could jeopardize those units less engaged with certain objectives.

- A recurrent theme in the discussion was the importance of intra-university communication, and an effective communication strategy. To make the SMAs and associated metrics more than a mandatory exercise in checking boxes, it is important that faculty members and other members of the university community understand, and engage with, the reasons why some of the ways we are used to doing things need to change, and how new objectives and associated actions can achieve meaningful quality improvement. The proper balance between too much and too
little information is not an easy one to reach, and the need for an active communication strategy with clear and adequate messages is never over.

- Many Executive Heads expressed positive beliefs about the importance of faculty members to the university (how could they say anything else?), and recognized that the work lives of faculty may well change, inside and outside the classroom. In the short or longer term there could be changes to faculty workload, program and curriculum offerings, necessary supports for data gathering, additional reporting requirements, curriculum mapping, process reforms to address chokepoints, etc.

David Leyton-Brown
York University was awarded two Smart Commute Workplace Designations in recognition of its contributions to sustainable transportation in the Greater Toronto Area. Our Keele and Glendon campuses earned platinum and gold designations, respectively.

Annalise D’Souza, Victoria Larocca, and Mikhaela Gray took first, second and third place, respectively, in the annual York University Three Minute Thesis competition. D’Souza advances to the provincial 3MT competition where she will represent York University.

York University’s Kinesiology and Health Science program in the Faculty of Health was ranked number one in Canada by ShanghaiRanking’s 2017 Global Ranking of Sport Science Schools and Departments.

Professor Pat Armstrong has been named recipient of the YWCA Toronto’s 2018 Women of Distinction Award in the category of Health & Education for her work on pay equity, women’s studies, and gender in health care reform.

Two Schulich alumni, Akash Sidhu (BBA ‘17) and Joseph Truong (BBA ‘17), cohosted the 2018 Hult Prize Regional Finals held at York University. Two teams from York also competed in the Toronto regionals this year, with one, Team Lyofresh, placing in the top six.
At the ninth biannual Schulich Startup Night, alumna Jenise Lee (MBA ’12) won first place in the “In Flight” category for her startup PurPicks, while undergraduate students Ali El-Shayeb and Mariam Walaa took home the top prize in the “Taking Off” category for their company Nugget AI.

Osgoode Hall Law School has announced that it will introduce an Indigenous & Aboriginal Law Requirement in its Juris Doctor degree program starting this fall. The new requirement is part of York University’s commitment to Reconciliation and to expanding Indigenous curricular offerings in keeping with the principles set out in the Indigenous Framework.

Seven York University researchers were named recipients of the Ontario Ministry of Research, Innovation and Science’s 2018 Early Researcher Awards, which will contribute to the establishment of new research teams on York campuses. The recipients are:

- Rebecca Bassett-Gunter, School of Kinesiology and Health Science
- Hany Farag, Department of Electrical Engineering and Computer Science
- Ryan Hill, Department of Chemistry
- Caroline Shenaz Hossein, Department of Social Science
- Amy Muise, Department of Psychology
- Jean-Paul Paluzzi, Department of Biology
- Christopher Perry, Department of Kinesiology and Health Science

Environmental Studies student and City Institute research assistant Jamilla Mohamud was a member of the team that won First Place in the 2018 CivicSpark Competition.

At the ninth biannual Schulich Startup Night, alumna Jenise Lee (MBA ’12) won first place in the “In Flight” category for her startup PurPicks, while undergraduate students Ali El-Shayeb and Mariam Walaa took home the top prize in the “Taking Off” category for their company Nugget AI.
York University students competing at the 36th Annual Ontario Japanese Speech Contest were recognized for excellence in Japanese language speech delivery:

- Andrew Christensen - First Place, Beginner Category
- Gabby Ricker - First Place, Advanced Category
- Samsan Hassan - Special Effort Prize, Beginner Category
- Fernanda Cherini - Special Effort Prize, Advanced Category
- Hanisi Samuel - Special Effort Prize, Advanced Category

Film student J. Connor Bjornson has been named a finalist for the Canadian Society of Cinematographers’ 2018 Student Cinematography award. His nominated short film, *The Fruit Machine*, features writing and acting from several other School of Arts, Media, Performance and Design students.

Social Science Professor Caroline Shenaz Hossein was awarded the W.E.B. DuBois Distinguished Book Award for her book *Politicized Microfinance: Money, Power and Violence in the Black Americas*.

Chief of Government and Community Relations Ijade Maxwell Rodrigues was recently awarded the National Association of Presidential Assistants in Higher Education (NAPAHE) Distinguished Service Award.

Schulich Professor Markus Giesler was the only Canadian faculty member named as an inaugural Marketing Science Institute Scholar. The aim of the program is to strengthen connections across marketing disciplines and cultivate rigorous research practices.

School of Administrative Studies students Tiana Noce and Selina Cozzupoli won third place in the Canada's Next Top Ad Executive competition, which works to bridge the gap between the marketing industry and universities. A second team of students Jenisha Pudaisini, Marta Michalek and Philip Gingras also qualified as finalists.

A team of Schulich students enrolled in the Master of Real Estate and Infrastructure (MREI) program won first place in the eighth annual Developers’ Den international case competition. Team members included Alannah Bird, Derek Wei, Jordan Trinder and Bao Nguyen.
York University recognized the achievements of student-athletes and coaches at the York Lions’ 50th Annual Varsity Banquet, where award recipients were celebrated for their dedication & excellence, including:

- Kayden Johnson - Male Athlete of the Year
- Holly Pitters - Female Athlete of the Year
- Tim Jensen - Lions Legacy Award; Outstanding Male Graduate Award
- Tamara Orlando - Lions Legacy Award
- Shayne Rover - Lions Legacy Award
- Rebecca Titus - Lions Legacy Award; Bruce M. Taylor Award
- Alexandria Town - Lions Legacy Award
- Joey Cicchillo - Charles Saundercook Memorial Trophy
- Zeeshan Minhas - Coach of the Year
- Andrew Tauhid - Male Rookie of the Year
- Jaslan Stirling - Female Rookie of the Year

Ten emerging and established researchers across the University will join the York Research Chairs program, York University’s internal counterpart to the national Canada Research Chairs program, which recognizes outstanding researchers. Researchers include:

- James Elder, Professor, Department of Electrical Engineering and Computer Science; Professor, Psychology
- Lesley Jacobs, Professor, Faculty of Liberal Arts and Professional Studies; Professor, Osgoode Hall Law School; Director, Institute for Social Research at York University
- Lauren Sergio, Professor, School of Kinesiology and Health Science
- Richard Wildes, Professor, Department of Electrical Engineering and Computer Science; Associate Director, Vista: Science to Applications (VISTA)
- Dan Zhang, Professor and Kanef Research Chair in Advanced Robotics and Mechatronics, Department of Mechanical Engineering
- Huaping Zhu, Professor, Department of Mathematics
- Jacob Beck, Professor, Department of Philosophy
- Dayna Nadine Scott, Professor, Osgoode Hall Law School; co-director, Osgoode Environmental Justice and Sustainability Clinic
- Jonathan Weiss, Professor, Department of Psychology
- Derek Wilson, Professor, Department of Chemistry

Longtime York University head football coach Frank Cosentino will be inducted into the Canadian Football Hall of Fame in the builder category. He was inducted into the York Sport Hall of Fame this past fall.
Three faculty members from York University’s School of Nursing have earned recognition for achievements in teaching from the Council of Ontario University Programs in Nursing:

- Claire Mallette, along with Don Rose of Ryerson University, has jointly won the COUPN-AMS Quality Compassionate Caring Award
- Shelley Walkerley has won the 2018 COUPN Excellence in Teaching Award
- Gemma Percival has won the 2018 COUPN Clinical Instructor Award.

York University Lions men’s volleyball coaches Michael Wahbi and David Ta were named the head coaches of the Region 5 A and B teams, respectively, for the 2018 Ontario Summer Games.

York University Lions wrestler Alexandria Town won the gold medal in the 57kg weight class at the Canadian senior national championships and received the outstanding senior women’s wrestler award in Montreal.

York University Faculty of Education teacher candidate Kara Nagel was awarded the Ontario College of Teachers Intermediate/Senior Scholarship for demonstrating a high level of preparedness for teacher education through community involvement and scholarly excellence.

York University student You Jin “Jenny” Seo was awarded third place at the 17th “Chinese Bridge” Chinese Proficiency Competition’s Toronto final.

Two Osgoode Hall Law School Professors were awarded SHHRC Connection Grants valued at $25k each to host law conferences:

- Professor Philip Girard and co-applicant Osgoode Visiting Professor David Sandomierki will host “Beyond Harvard: Transplanting Legal Education International Conference”
- Professor Jamie Cameron, co-applicant Professor Hilary Young of the University of New Brunswick, and community partner, the Law Commission of Ontario, will host “Defamation Law and the Internet: Where Do We Go From Here?”. 
Marette Abdelmaseh won the Richard Goranson Memorial Psychology Honours Poster Award at the Psychology Honours Thesis Poster Day.

York University President Emeritus and former Chair of Hockey Canada H. Ian Macdonald dropped the puck at the opening ceremony for the 100th anniversary of the Oxford-Cambridge Ice Hockey Varsity Match, the first international hockey game played in Europe.

The Investor Protection Clinic at York University’s Osgoode Hall Law School is the recipient of an $80,000 cy-près award from a class action settlement, which will assist with the ongoing operation of the community clinic including the hiring of four Osgoode students to work part-time at the clinic over the summer as interns.

The recipients of the 2017 President’s Staff Recognition Awards were announced. The Awards recognize and celebrate the excellence that our dedicated staff members demonstrate and the meaningful impact they are making at the University and beyond. This 2017 winners are:

- Suzette Aleung, Senior Academic Advisor, Academic Advising, Faculty of LA&PS - The Ronald Kent Medal
- Randy Pitawanakwat, coordinator, Aboriginal Student Services - The Deborah Hobson York Citizenship Award
- Sarah Howe, Director, Innovation York - The President’s Leadership Award
- Shaila Khan, Coordinator, Student Transition Programs, Student Engagement & First Year Experience - The President’s Voice of York Award
- Tom Hammond, Custodian, York Apartments, Housing Services - The Phyllis Clark Campus Service Award
- Lisa Rumiel, Manager, Research Priorities & Strategic Partnerships, Office of the Associate Dean, Graduate Studies & Research - The Gary Brewer Emerging Leader Award

MIT named the Lassonde School of Engineering as one of the top 10 emerging leaders in engineering education in its report, *Global state of the art in engineering education*, citing its blend of off-campus personalized learning and experiential learning opportunities.

A team of students from York University’s Osgoode Hall Law School won the 2018 Cassels Brock Cup, a competitive moot exclusively for first-year students. In addition to taking home the Cassels Brock Cup, prize winners also included:

- Luiza Nazarenko - runner-up Top Oralist
- Emraan Dharsi and Awale Deria - runner-up Respondent Team
- Katherina Grubisic and Harris Khan - runner-up Appellate
• Information Technology Services, Glendon Campus – The Harriet Lewis Team Award for Service Excellence
  • Aladin Alaily, Director; Duncan Appleton, Media Technologist
  • Kevin James Friedberg, Operations and Events Technician
  • Mireille Kasembe Nyindu, Administrative Coordinator
  • Luc Mallet, Systems Administrator
  • Johanna Parrales, Web Programmer
  • Patrick Thibaudeau, Manager, Information Systems & Technology Enhanced Learning
I. President’s Kudos Report
The March 2018 Kudos Report was distributed with the Senate package and recognizes faculty, student, staff and alumni achievements.

Of particular note this month was the student-led hosting of The REDress Project on York’s Keele and Glendon Campuses over the last few weeks. Organized by the Indigenous Students Association of Glendon in collaboration with a number of campus partners, The REDress Project is a nation-wide art installation that uses donated red dresses to draw attention to the more than 1,000 unresolved cases of missing and murdered Indigenous women, girls and two-spirited persons in Canada.

II. Government Updates

Climate Change Laboratory and Science Facility
As referenced in my remarks to Senate in October, we are making good progress on discussions around an opportunity to collaborate on a climate change laboratory and science facility.

On January 4, 2017, Infrastructure Ontario issued a Request for Expressions of Interest to Municipalities, Universities, and Colleges for a 200,000 sq. ft. laboratory and science facility.

In response to the RFI, York submitted an Expression of Interest (EOI) to Infrastructure Ontario for an arrangement to have a lab and science facility on the Keele Campus.

The University is interested in the potential that such a research affiliation and academic partnership represents for our community, namely the hosting of a research and compliance testing facility that will provide opportunities for research collaboration and student training interactions on climate change and environmental issues.

Discussions with the Faculties are underway in terms of how the academic partnership would be shaped to include applied training, research and experiential education opportunities for our students, as well as research collaboration opportunities for faculty.

More news to be expected over the coming weeks, with a possible announcement in April 2018.

2018 Federal Budget
The recent 2018 Budget made significant commitments of funding in research that will ensure Canada remains competitive and a leader in the global economy.

The investments announced in the Budget will strengthen Canada’s capacity for ground-breaking discovery research, provide funding for equipment and tools to support research,
attract and retain talented people, and foster the culture of innovation that Canada needs to thrive in the globally competitive research environment.

In particular, the Budget outlined funding for all three federal granting councils (SSHRC, NSERC, CIHR), which we know is vital to the success of our researchers.

Provincial Government

Provincial Budget
The Premier recently announced that she has prorogued the legislature, thus ending the current legislative session. The new legislative session began with the Speech from the Throne, which took place on Monday, March 19. The provincial budget will be tabled on March 28, and we will be monitoring it closely.

Mental Health and Addictions Care Funding
On March 21, 2018, the provincial government announced a historic investment in mental health and addictions care. The Premier committed to an investment of $2.1 billion over four years to deliver additional services and a more integrated mental health system, which will require the Ministries of Health and Long-Term Care, Children and Youth Services, Education, and Advanced Education and Skills Development to work together to develop a mental health system that is coordinated, accessible and appropriate no matter where someone accesses care.

The announcement includes a specific allotment of $11.7 million over four years to fund mental health promotion workers within postsecondary education. The announcement precedes next week’s provincial budget, which may or may not pass prior to the election. If the budget is to pass, the details of the mental health funding include:

- Children and youth mental community health services to receive $300 million over four years and a new needs-based allocation model.
- Community-based mental health services to see an increase of three percent over four years.
- 15 additional youth wellness hubs to be created, serving youth aged 12 to 25, and may possibly be co-located on campuses, where appropriate.

Several of the recommendations from the joint advocacy report, In It Together, are reflected in the announcement—a joint initiative of COU, the Ontario Undergraduate Student Alliance, Colleges Ontario, and the College Student Alliance—including a whole-of-community approach to mental health on college and university campuses, culturally appropriate services, a 24/7 same-day screening and referral system, and support for mental health literacy in the K-12 system.

III. Research Updates

Advanced Manufacturing Supercluster
York is a proud academic partner in the recently announced Advanced Manufacturing Supercluster, one of five selected superclusters to receive funding under the federal government’s $950 million Innovation Supercluster Initiative.

This exciting initiative will help manufacturers across Canada become world leaders in the application of advanced technologies and will help technology firms build the next generation of tools for advanced manufacturing.
York University is the academic lead for the microelectronic component of the Advanced Manufacturing Supercluster, one chapter of the overall project. Collaborative opportunities and benefits will become further known over the next few months.

**Network of Centres of Excellence Application**
Stephen Gaetz (Faculty of Education) and his co-lead Melanie Redman (Away Home Canada) have been invited to submit a full Network of Centres of Excellence application by July 2018.

Their Letter of Intent, *Making the Shift – Youth Homelessness Solutions Impact Accelerator*, was one of 11 Letters of Intent invited to a full application from the 69 Letters of Intent submitted, with two to three Networks ultimately funded.

If successful, *Making the Shift* will receive up to $35 million over five years to fund research, training, and knowledge mobilization and impact for youth homelessness in Canada. In addition to York, among the other 11 invited include UBC, UofT, Alberta, UOttawa and Laval.

**Release of draft Strategic Research Plan**
The latest phase progressing towards the completion of a new Strategic Research Plan (SRP) for York (2018-2023) is the release of the Draft Plan.

VPRI is seeking feedback from the York community and will continue to engage in an extensive consultation process in an open, collaborative and ongoing discussion about the University’s core research values to develop a plan that is meaningful to the entire research community.

VP Haché has been visiting Faculty Councils throughout March and will host an open forum with the community in mid-April, with a planned release of the new SRP this spring.

**Closing Remarks**

In closing, I want to thank the members of Senate Executive in their on-going efforts to carefully consider all the input received from Senate and Faculty Councils in fulfilling their mandate for directing and implementing remedial actions informed by academic integrity, fairness to students and timely information. Irrespective of our views regarding the labour disruption, I believe we all share the view that we must take all reasonable actions to mitigate the impact of the strike on our students and to support their plans including those who were expecting to graduate, who have summer work, travel, and so on. I appreciate the efforts being made by the entire community in this regard.
Executive Committee – Report to Senate

At its Meeting of April 26, 2018

FOR ACTION
FOR INFORMATION

1. Actions Taken by the Committee Prior to and Since the Beginning of the Disruption

Attached as Appendix A is a chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on March 5. It has been updated to reflect decisions made at the Committee’s regular meeting of April 12 and subsequent e-mail canvases.

As always, the Committee seeks feedback from Senate on its actions and the remediation framework.

2. Additional Information or Action Items

Senate Executive continues to meet frequently to deal with fast-breaking developments. Senate rules stipulate that “the agenda page or reports shall identify any additional items which may be dealt with or supplementary documents that will be distributed prior to or at a meeting (A. IV 5).” The Committee is likely to have additional information or action items arising from the disruption and at the Senate meeting of April 26.

Lesley Beagrie, Chair
Franck van Breugel, Vice-Chair
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 1</td>
<td>Special Meeting</td>
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<td>With a strike appearing possible within days (“imminent” in the words of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes), the Committee held a special meeting. At this meeting the Committee</td>
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<td>• reviewed the Policy</td>
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<td>• confirmed an understanding of the legislative framework governing the</td>
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<td>continuation of classes in the context of a disruption and agreed to</td>
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<td>issue a commentary explaining that understanding</td>
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<td>• signed off on communications to be issued when a strike appeared imminent (on March 2) and the first day of a strike if one commenced on March 5</td>
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<td>March 2</td>
<td>In accordance with the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes, the Committee issued a declaration that a disruption appeared imminent. The communication was posted on a dedicated page on the Senate Website and distributed on Senate and Secretariat-Faculty Council listservs.</td>
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<td>The Committee also transmitted to Senators a “Commentary on the Continuation of Classes” in which it described the legislative framework governing authority to cancel classes in the event of a disruption.</td>
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<td>March 3</td>
<td>The Chair of Senate received a petition signed by 27 Senators calling for a special meeting to discuss the role of Senate and Senate policy in the context of the disruption expected to commence on March 5. The petitioners asked that a special meeting be held on March 5.</td>
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<td>March 4-5</td>
<td>In an e-mail canvas, the Chair of Senate sought the advice of Senate Executive members as to the timing of a special meeting as requested in the March 3 petition. A majority concluded that the special meeting should be held on Thursday, March 8 at 3:00, the normal meeting time of Senate, in order to maximize attendance.</td>
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<td>March 5</td>
<td>On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. The Secretary received draft motions prepared for the special meeting of March 8. The Committee agreed to review them at a meeting on March 7 to determine if they were in order and ready for Senate consideration. The agenda for the special Senate meeting of March 8 was posted.</td>
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<tr>
<td>March 7</td>
<td>Special Meeting</td>
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<td>The Committee held a special meeting to determine the status of draft motions submitted for consideration by Senate. Although they were received after the Committee had agreed to hold a special meeting for the purpose identified by petitioners, the Chair felt it would be helpful to review them as a courtesy to the drafters and as an aid to the Committee’s preparations for the special meeting of Senate on March 8. The Committee made the following decisions:</td>
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<td>- the agenda will be based on a report from Senate Executive that responds to the petitioners’ request for an opportunity to discuss the role of Senate and Senate policy</td>
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<td>- consideration of the motions will be deferred pending discussion at the special meeting and reflections by the Committee</td>
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<td>The Committee received “Notes on the Disruptions Policy and the Class Cancellation Policy” from the Secretary and agreed to share the document with</td>
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The Committee agreed that there would be an extension of the drop date by which students can withdraw from a Winter term course without receiving a grade and the period during which students could elect a transcript notation of W. The decision will be communicated widely and promptly. New dates will be announced as the remediation framework takes greater shape. The change is applicable to undergraduate studies and will not apply to Faculties in which the Winter term withdrawal dates fell before the disruption began on March 5. No other decisions were made about a possible extension of full year courses or graduate courses.

<table>
<thead>
<tr>
<th>March 9 Special Meeting</th>
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<td>At a special meeting Provost Philipps reported that:</td>
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<td>- as of March 8 the online TIMS course repository (for both undergraduate and graduate courses) showed that 58 per cent of primary course meets were active (meaning that course directors are instructing); active course percentages vary by Faculty (ranging from 30 to 100 per cent); in only three Faculties is the active course list under 50 per cent</td>
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<td>- anecdotal information indicates that student participation in courses that are continuing likewise spans a wide range</td>
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<td>- the dedicated Website housing FAQs is updated as needed (and reflects the Executive Committee’s communications); students are also being informed of developments through direct e-mail; when misinformation comes to light, or students have concerns about their rights, the Deans / Principal or their associates are following up with instructors</td>
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<tr>
<td>- some placements have been put on hold, including Faculty of Education and Nursing program students; internships with public, private and not-for-profit organizations have also been impacted on a case-by-case basis; remediation planning must be sensitive to the special circumstances of such students</td>
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<tr>
<td>- gate counts at the Scott Library are down from 13,000-14,000 visits daily to approximately 5,000, a still-considerable number of users</td>
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<tr>
<td>- graduate thesis defenses are proceeding where they were previously scheduled and students wish to proceed; off-site locales are being used as necessary</td>
</tr>
<tr>
<td>- faculty members have been provided with assistance in managing course Moodle sites in order to facilitate and expedite remediation</td>
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Reports from Faculty Councils were received. The Committee received the text of motions regarding the disruption dealt with by Faculty Councils.

The Committee deferred consideration of guidance on the applicability of the Senate Policy on Course Evaluations. It did review an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2015. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.

The Committee signed off on a communication, provided for in the Disruptions Policy, drafted in anticipation that the strike would reach the one-week mark on March 12.
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<th>Date</th>
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| March 12   | The Committee issued a communication declaring that the Disruption that began on March 5 had exceeded one week in length. It was noted that: | - a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued  
  - there will be modifications to normal academic regulations  
  A set of options for completing courses and finalizing grades is in development and will be communicated shortly. Some of the options will depend on how long the disruption lasts. |
| March 13   | At its regular March meeting the Committee:                            | - received a statement submitted by members of the community on authority to suspend academic activities  
  - heard an oral report from the Provost on the impact of the disruption  
  - reviewed an updated report from Faculty Councils  
  - agreed that the formal examination period for courses that have continued through the disruption – and students participating in those courses – would end no later than April 23  
  - reflected on discussion of disruption-related matters at the special Senate meeting of March 9  
  - discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate  
  - began discussing a fuller set of options for completing courses and finalizing grades |
| March 14   | The Committee issued a communication conveying its decision that the last day of the formal examination period for classes that have continued and students participating in those classes would be no later than April 23. |                                                                                                                                                                                                         |
| March 15   | At a special meeting the Committee                                      | - took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils  
  - received reports on the impact of the disruption from the Provost  
  - agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19  
  - reviewed an updated report from Faculty Councils  
  - agreed to include, as Other Business for Which Due Notice Has Been Given, a hortative motion concerning the authority to suspend academic activities on the agenda of the regular Senate meeting of March 22, 2018; in doing so it noted that another draft motion had been withdrawn; the Committee endeavored to clarify the status of a second hortative motion about the suspension of Glendon courses |
| March 17-  | In an e-mail consultation, members contributed to the refinement of the document “Completion of Courses and Finalization of Grades” consolidating decisions made on March 16 and as previously communicated. |                                                                                                                                                                                                         |
| March 18   | The Committee issued a declaration that the disruption had reached its 14th day and explained the importance of this milestone for the length of terms. |                                                                                                                                                                                                         |
| March 19   | The Committee issued the document “Completion of Courses and Finalization of Grades.” Members were also canvassed for their advice about a draft hortative motion about Glendon course submitted for Senate consideration. A special meeting was called for March 20. |                                                                                                                                                                                                         |
March 20

**Special Meeting**

At a special meeting the Committee received statements on the disruption by colleagues in the Faculty of Education and the Department of Psychology.

The Committee returned to the options for completing courses and finalizing grades. It was confirmed that instructors may re-weight assignments but that students should retain the ability to complete the course requirements according to the original grading scheme. Regarding assessed grades, it was understood that a student can elect this option if they have completed 70 per cent of assignments. Course directors have the discretion to adjust the weight of assignments if 60 per cent of course work has been completed. Faculty members may also substitute and reweight assignments in consultation with students. The document should be clear that changes should not disadvantage students.

The Committee confirmed that the Senate Policy on the Student Evaluation of Teaching continues to apply and that surveys may be conducted for all courses to ensure that students can provide faculty members with important feedback. Faculties should develop the means by which faculty members may communicate their desire to have evaluations conducted for their courses. The results of the evaluations conducted are to be used at the discretion of individual instructors.

March 22

At the regular March meeting Senate voted on two hortative motions (the term hortative refers to an expression of opinion; the passage of the motions had no substantial impact and will not, for example, result in classes being cancelled). In doing so it approved a motion that

> Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.

It defeated a motion that:

> It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.

On a point of order, the Chair ruled that Senate Executive has followed clauses of the “Disruptions Policy” requiring a meeting of Senate within fourteen days and consultations with Senate. This ruling was challenged. On a vote, the Chair’s ruling was upheld meaning that Senate agreed the Executive Committee’s actions were in accordance with the Policy.

The Chair advised Senate that the Chair of the Board had expressed to her the view that the Board’s legislated responsibilities for the conduct, business and affairs of the university includes decisions with respect to continuing or not classes and other University activities in a strike. The Board Chair acknowledged the significant function Senate performs on its own and through the Senate Executive in addressing the academic implications of a labour disruption.

March 23

The Committee updated the document "Completion of Courses and Finalization of Grades."

March 25

The document “Completion of Courses and Finalization of Grades” was updated to include text on “Supporting Students” which identified resources available to students.

March 27

**Special Meeting**

At a special meeting held on this date the Committee received reports from the
Senate Appeals Committee on the impact of the disruption on petitions and appeals, and from the Provost. The Committee also agreed to update the March 19 “Completion of Courses and Finalization of Grades” document to reflect the following decisions:

- students may choose an assessed grade of their own volition if they have attained the requisite 70 per cent threshold and the course is eligible
- the last day by which to exercise the assessed grade choice will be moved to April 9 from April 6 for courses that have continued, and to the first day of the revised examination schedule for those that are suspended (or for students who have not participated in continuing courses)
- assessed grades will be revoked if students elect to undertake the final assignment
- participation grades can be used to attain the 70 per cent threshold; adjustments must retain proportionality
- language should be added that calls on faculty members to be flexible and reasonable when balancing academic integrity and fairness to students
- although the 90-credit Computer Science program in Lassonde is not accredited, given the migration of students between programs, constituent courses will be ineligible for assessed grades
- Thursday, April 5 was originally scheduled as a study day, but will be available for make-up classes for those courses that were suspended but have since resumed

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<td>March 28</td>
<td>An updated version of the Committee’s “options” document, reflecting decisions made at the March 27 meeting, was posted and distributed on Senate and Secretariat-Faculty Council listservs.</td>
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<td>March 29</td>
<td>The document “Completion of Courses and Finalization of Grades” with the addition of guidance on the Osgoode Credit/No Credit option and refinements to the language on dropping a course without receiving a grade (in contrasting to withdrawing with a W transcript notation) and the date by which students could revert to an evaluated grade from Pass/Fail.</td>
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<td>April 3</td>
<td>The Committee held a special meeting at which it was agreed that the “options” document would be further updated to include:</td>
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<td>Special Meeting</td>
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- given the need for flexibility in the completion of courses, a provision of the Sessional Dates Policy will be relaxed such that remediation activities may be scheduled during the formal examination period of April 9 -22, provided that instructors and individual students agree to proceed; protections for students articulated in the Sessional Dates Policy will remain in place
- the earliest that Summer term classes will begin is Tuesday, May 22; Schulich School of Business summer graduate courses will begin as planned on April 30; any other exceptions are subject to approval
- in the hopes of maintaining full length terms in the summer, consideration of shortening the SU, S1 and S2 terms was deferred pending the outcome of the supervised vote, the results of which were expected to be announced on April 9
in cases where some students in a course have completed assignments worth 70 per cent and others have not, instructors are encouraged to exercise their discretion generously and re-weight other assignments to ensure all students are treated equitably.

Also posted this date was a communication in writing from the Chair of the Board of Governors on the matter of authority to cancel classes. The Committee confirmed that Senate must be engaged in the process. As a first step, it was agreed to propose that the Chairs and Vice-Chairs of the Executive committees meet to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. Given his expertise and willingness to assist, Dean Sossin will be invited to participate in the discussions.

April 10
Special Meeting

At a special meeting the Committee received a motion intended for consideration at a special meeting of Senate on Thursday, April 12 at 3:00 p.m. The motion was cleared for debate. The Committee also agreed to submit a motion of its own on academic integrity and fairness to students.

Reports were received from the Provost, Registrar and, through the Secretary, several Faculty Councils.

The Committee approved changes to the document “Completion of Courses and Finalization of Grades” such that the following refinements will be incorporated:

- the addition of a number of smaller graduate and undergraduate programs that will begin Summer 2018 terms according to the original schedule under the Sessional Dates policy
- expanded text on the ability of course directors to assist students in completing courses and finalizing grades

The Chair advised members that the Chair of the Board had accepted a proposed process to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. It was reiterated that this advice would be subject to the approval of the governing bodies.

April 17

At the regular April meeting of Senate Executive, the Committee took up a number of matters related to the disruption, and in doing so:

- reflected on discussion of the Committee’s report at the special Senate meeting of April 12 at which two motions were approved (one on academic integrity and fairness to students which was incorporated into the “Completion of Courses and Finalization of Grades” document, the other calling for parties to resume bargaining)
- considered but took no action on the possibility of expanding Pass / Fail grading to additional courses and permitting students to elect a Pass grade if they have completed 50 per cent of assignments with a grade of C
- agreed to additions to the list of courses that will remain on the original schedule for Summer terms
- agreed to provide Associate Deans with guidance on the processing of requests for assessed grades
- agreed to extend drop deadlines to December 31, 2018 for all Y and W courses
- agreed, subject to further clarification from the proponents, to include a draft
motion guiding Senate Executive in the matter of “actions and decision leading to a clarification of the authority and role of Senate”

- agreed, subject to further consultation among members, to submit a motion of its own on the matters raised in the draft motion

| April 18 | In an e-mail canvas, the Committee provided input into the Provost’s proposal on the scheduling of Summer terms. |
Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

At its meeting of 26 April 2018

For Action

1. Changes to the Joint York-Sheridan Bachelor of Design Program • Department of Design • School of Arts, Media, Performance and Design

ASCP recommends,

That Senate approve the following changes to the joint York-Sheridan Bachelor of Design (BDES) program, effective FW 2019-2020:

- Change from a joint York University-Sheridan College Honours BDES program to a York University Honours BDES program
- Revisions to the degree requirements, as set out in Appendix A

Rationale

The proposal, which outlines the full suite of changes and the reasons leading to the program re-design, is attached in Appendix A. Discussions about discontinuing the joint program occurred over several years, and the decision to take separate paths is a mutual one embraced by both institutions. The recent cyclical program review crystallized the Design Department’s thinking that moving forward independently is the best course to achieve the goal of positioning the program as a leader in the field of design both academically and professionally. The York-housed BDES program will be distinct from the program that will be offered by Sheridan, and also from the Bachelor of Design program at the Ontario College of Art & Design University (OCADU); both of those are “artifact-oriented” programs, where the Honours degree program in AMPD will include a supplementary focus on information design, interaction design, design research and design management.

The foundation and the degree level expectations of the York BDES remain unchanged from the jointly delivered program; the degree requirements have been revised and several new courses have been created to better support the achievement of the learning outcomes and align the program with the desired direction. The number of major credits is not changing from its existing total of 78. Similarly the existing admission requirements for the BDES will continue to be applied. The program modifications have been thoughtfully constructed by the Department, and informed by input and advice from leading North American scholars in the field.

Current students and students who commence the joint program in September 2018 will complete it in accordance with the existing curriculum and requirements offered by both York and Sheridan; those requirements will be phased out over four years, winding-up
Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

in spring 2022. Students entering the York Honours BDES program as of FW 2019 will follow the new set of requirements.

Statements from the Dean and the Provost confirm support, arrangements and resource plans for the move to a stand-alone degree program in Design at York.

Approvals: AMPD Faculty Council 17 January 2018 • ASCP 4 April 2018

2. Establishment of a Cross-Disciplinary Certificate in Public History • Faculty of Liberal Arts & Professional Studies, School of Arts, Performance, Media & Design, and Glendon College

ASCP recommends,

That Senate approve the establishment of a Concurrent, Cross-Disciplinary Certificate in Public History jointly housed in the Faculty of Liberal Arts & Professional Studies, School of Arts, Performance, Media & Design, and Glendon College.

Rationale
The Departments of History in LA&PS and Glendon together with the Department of Visual Arts & Art History in AMPD are partnering to offer the proposed Certificate in Public History, offered as a concurrent certificate (pursued alongside an undergraduate degree program). The collection of statements from Department Chairs, Principal / Dean and the Vice-Provost Academic convey strong support and enthusiasm for the new offering. The scholarly and teaching strengths of many departments across the University are being garnered, and a large roster of related academic initiatives will be drawn upon to deliver an interdisciplinary and experiential opportunity for students to pair with their major program of study. Healthy enrolments in recently launched courses in public history in LA&PS and Glendon provide evidence of student interest in the area of study. All three Faculties have confirmed that both the required and optional courses have sufficient space to accommodate the certificate students.

Learning outcomes for the certificate have been articulated, and ASCP has confirmed that the credit requirements are consistent with the Senate Undergraduate Certificate Legislation. The proponents have built solid professional relationships with a multitude of public history and cultural institutions in the GTA and - as illustrated by students’ successful experiences in recent years - arrangements are in place to facilitate the required 12-week student placement for the forecasted steady state cohort of 36.

Approvals: LAPS Faculty Council 12 March 2018 • AMPD Faculty Council 14 February • Glendon Faculty Council 2 March 2018 • ASCP 4 April 2018
Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

3. Changes to the Degree Requirements for the Juris Doctor • Osgoode Hall Law School

ASCP recommends,

That, effective FW 2018-2019, Senate approve changes to the requirements for the Juris Doctor (JD) program to add an Indigenous and Aboriginal Law Requirement (IALR), as set out in the proposal attached as Appendix C.

Rationale

To fulfill the IALR requirement, students in the JD program must complete at least one course that engages in a substantial way with all three of the following:

- Indigenous law (law that stems from Indigenous communities);
- Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people); and
- Aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism.

As set out in detail in the proposal, a list of courses that satisfy the requirement has been established.

Osgoode Hall Law School has a long history of commitment to Indigenous and Aboriginal law studies, building relationships with Indigenous communities, and recruiting Indigenous students. The new degree requirement is aligned with its commitment to reconciliation, one of five priorities outlined in the Access Osgoode Strategic Plan 2017-2020. The new degree component is also favourably responding to the call to Canadian law schools in the report of the Truth and Reconciliation Commission of Canada to require all law students to take a course in Aboriginal people and the law. The initiative received the unanimous support of the Faculty Council.

Dean Sossin has confirmed that resources have been dedicated to implement the new requirement for the incoming class in September 2018. The Senate committee applauds the initiative and the thoughtful work undertaken by colleagues at Osgoode to bring it to fruition.

Approvals: Osgoode Faculty Council 16 March 2018 • ASCP 4 April 2018
Consent Agenda

4. Changes to requirements for the BA Programs in Interdisciplinary Social Science • Department of Social Science • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the following changes to the requirements for the BA degree programs in Interdisciplinary Social Science, Faculty of Liberal Arts & Professional Studies:

- reduction in the number of major credits required for the Honours degree option from 48 to 42
- reduction in the number of major credits required for the 90-credit degree option from 36 to 30
- addition of three new upper level courses to the list of core and Honours capstone courses
- updating the list of optional Social Science courses for the major

Rationale
The ISS program has experienced enrolment growth over the past several years and the curriculum has not kept pace to the Department’s satisfaction. The additional courses, including a new capstone course, will address this need and expand the range of courses available to support the achievement of the program learning outcomes. These changes also respond to the recommendations of the external reviewers and the Dean’s office in the 2017 Cyclical Program Review to expand the program’s course offerings and enhance the curricular pathways for students’ program planning.

Approvals: LA&PS Faculty Council 12 March 2018 • ASCP 21 March 2018

5. Changes to Degree Requirements for the BA, iBA, BSc and iBSc Programs in Psychology • Department of Psychology • Glendon

ASCP recommends,

That Senate approve revisions to the degree requirements for the Specialized Honours, Honours and Honours Minor options within the BA, iBA, BSc and iBSc programs in Psychology housed in Glendon to include that a minimum grade of C+ must be achieved in each of the core mandatory PSYC courses.

Rationale
The Psychology program is finding that to succeed in the Honours programs students need enhanced preparation in methodological principles that are covered in the core courses. Meeting the learning objectives of the program’s 4000-level courses requires a solid
grasp of the basics of inferential statistics and research design. Satisfying the
requirement of achieving a grade of C+ in each of the core courses will prepare
students for the successful completion of the requirements of the Honours degree
options.

**Approvals:** Glendon Faculty Council 2 March 2018 • ASCP 21 March 2018

**FOR INFORMATION**

a. Minor Modifications

ASCP approved the following Minor Modifications:

*Faculty of Graduate Studies*
The additional specialization in European and International Affairs added by the
Université de Strasbourg to its Master en Adminstration publique program, and its
inclusion as an option for students in the MPIA-IEP dual degree program between York
and the Université de Strasbourg [Received for information].

*Faculty of Liberal Arts & Professional Studies*
Changes to degree requirements for the BA program in Criminology
Changes to degree requirements for the Honours Minor BA in Medical Anthropology

*School of the Arts, Media, Performance & Design*
Adoption of DESN as the new rubric for the Design major program; and closure of YSDN rubric
coincident with the discontinuation of the joint York-Sheridan program in 2022.

Kim Michasiw, Chair
Major Modifications

to the

York-Sheridan Program in Design

Submitted: To ASCP, March 2018
1. Introduction

1.1 Provide a brief statement of the changes being proposed.

The suite of changes to the existing York/Sheridan Program in Design (YSDN) are the following:

- Change from a joint York/Sheridan Honours BDES degree program to a York Honours BDES degree program
- Changes to degree requirements
- Adoption of DESN as the rubric for the Design major program
- Closure of the YSDN rubric from the joint program, through phasing out

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 proposal is submitted in preparation for the discontinuation of the York/Sheridan Program in Design (YSDN), to be phased out over the next four years, according to the agreement between the partner institutions. The final intake of YSDN students will be fall 2018. This modified program (DESN) will begin implementation with the first intake fall 2019.

Full-time Design faculty at York have been working collegially to develop a new program since 2012 when external reviewers, during our cyclical program review, recommended that we prepare to dissolve the partnership with the college, citing divergent strategic plans at both partner schools and nascent but profound changes in the field. Since then we have consulted with internationally renowned design educators from Carnegie Mellon University (Terry Irwin, Head, School of Design), North Carolina State University (Meredith Davis, Professor Emerita, College of Design), and Lucerne University of Applied Sciences and Arts (Petra Müller, Department of Business Engineering Innovation) on our curricular plans.

Involvement by current YSDN students has been minimal since they will graduate under existing YSDN degree requirements as the program phases out through 2022.

Evidence and input from our alumni (in the form of class visits in-person and via Skype) indicate strong support for our moving the curriculum in the direction outlined in this proposal. Alumni are actively working in the areas of User Experience (UX) and systems-oriented product design (digital apps and social media platforms). Their experiences as reported to us, confirm our professional and pedagogical assessments of where the field is going. Our new curriculum responds to these major changes in how designers work in the field. The fact that we are situated in a research university positions us well to continue to deliver a robust program that prepares students for direct entry into the field, or graduate study in a range of affiliated disciplines.

1.4 Indicate the Faculty/unit in which the program will be housed.

The Bachelor of Design Honours will continue to be housed in the Department of Design/AMPD.

2. General Objectives of the Program

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

Over the past several decades, graphic design has moved away from focusing on client needs towards prioritizing user needs. Furthermore, it has evolved from a practice concerned with the design of material objects that address specific problems to a practice that focuses on designing within the complex ecologies that characterize human lives today. This momentous shift has resulted in a
significant expansion of the designer’s role, most notably in terms of drawing upon a designer’s specialized knowledge; integrating his or her unique methodological approach to understanding social, technological, and economic complexity; and capitalizing on design’s deeper, holistic understanding of the power of visual communication. In today’s world of design, humans are considered one part of complex, interrelated systems that exist within manmade and natural environments and processes—and to reflect this new reality, designers must act as agents in the planning and organizing of people, infrastructure and communications, as well as the material components of systems.

Designing for complexity is, not coincidentally, the fundamental challenge of design education today. The York University Bachelor of Design (BDes Hons) program aims to meet this challenge through nurturing students’ creative and critical thinking and making that affects the interactions of people, services and products in their contexts of use. Grounded in practices that seek to understand how humans experience environments in both physical and virtual worlds, York BDes helps invent, facilitate and curate for interactions within complex systems.

Our modified program moves away from the “final product” emphasis of the current YSDN program (i.e., courses resulting in the production of specific artifacts such as books, packaging, logos, websites, etc.) to a broader conception of design as a process to use to address social problems and the forms the solutions to those problems may take. Students will learn to recognize complex problems as being comprised of systems of interconnected networks to understand the way humans interact, negotiate and affect those systems. They will identify points of entry for design intervention. Design solutions may take the form of visual communications, user experiences, or process flows. The modifications we propose to the existing degree will provide collaborative, multifaceted experiences that interrogate design’s role in society and culture.

This proposal reflects the way we have approached design education on the York side of the Joint Program over the past decade, in response to and anticipation of evolving needs and interests of the design profession, which includes information design, interaction design, organizational branding, and other affiliated areas such as design research and design management, that our professional degree prepares students to enter upon graduation.

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

York’s UAP identifies several priorities essential for achieving York’s mission and vision. The modified BDes Hons degree plan aligns well with those priorities in the following ways:

i. Innovative, quality programs for academic excellence
   The modified BDes Hons proposed here reflects innovations occurring in the field, and in the most forward-focused design programs throughout North America. We are confident that this holistic, systems-based approach to design will prepare students in the most future-proof way for evolving opportunities for designers in the field. The modified program is built on the excellence established by the Joint Program, and will continue that trajectory. We are well versed in attracting excellent students, through the York side of the program, and we have retained them at a rate of 88-92% throughout the program’s tenure.

ii. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities
   The modified program will allow faculty members to broaden their research/creation scholarly activities with the potential to develop courses that align with their interests as well as the profession. The Joint Program curriculum with its portfolio-building orientation did not allow for
such flexibility. An inquiry-based approach to design relies on the variety of perspectives each of the faculty members brings to the program.

iii. **Enhanced Quality in Teaching and Student Learning**
Full-time Design faculty will continue to oversee all aspects of curriculum development. Students will no longer have to reconcile differences in teaching philosophies or outcomes between the university and the college partner. The single-institution delivery of the BDes Hons will ensure high quality education reflective of a baccalaureate degree in a research university, with research-active faculty.

iv. **Campus Experience**
Without the necessity to divide their allegiance, BDes students will identify as York/AMPD/Design students and engage more fully with campus offerings and experiences. An additional significant benefit of the modified program is the elimination of the commute between campuses, which has become financially, emotionally, and environmentally unsustainable for our students and the Joint Program at large.

v. **Enhanced Community Engagement**
Our modified program will continue the successful Design Placement degree requirement for all students between their third and fourth years. We will continue to encourage students to participate in international exchange programs at other universities with which we have established relationships.

Over the past few years, we have fostered relationships in the professional community with significant industry partners locally and internationally. Facebook, Google, IBM, Microsoft, Deloitte, Palantir, and others visit our campus regularly to conduct one-on-one interviews seeking our students for internships and permanent employment. Additionally we will continue to provide memberships in RGD, the professional organization for designers in Toronto, to our 3rd and 4th year students, providing them access to volunteer opportunities and lucrative awards programs.

Other forms of community engagement will take the form of potential collaborations between Design students and students in other departments within AMPD. Design faculty have had discussions with departments such as Cinema and Media Arts, Computational Arts, and Visual Art and Art History about potential course and degree collaborations.

Over the past number of years, we have collaborated with colleagues in Mechanical Engineering, co-hosting annual lectures for faculty and students and delivering course modules in their Renaissance Engineering program. We see potential in strengthening the collaborative relationships initiated with Faculties across campus including both Engineering and Business.

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.**
The BDes Hons is unique at York. This modified program will also be unique among Canadian universities. Our closest competitor, OCADU, offers a BDes which is still artifact-oriented and lacks the depth of courses in the strengths we have identified.
Our research indicates that in Ontario and in fact, across Canada, while colleges continue to bring on design programs with various specializations, they maintain a vocational orientation centred on teaching software skills to achieve prescribed, product-based outcomes.

Only the University of Alberta (U of A) comes close to offering design students a robust university experience comparable to York’s with opportunities for collaboration with other programs such as Engineering and Business. While U of A has depth in user-centred methods, they are not known for situating design within social, cultural and technological ecosystems the way our BDes will.

Our systems approach to design as described above aligns us with Universities such as Carnegie Mellon, North Carolina State University, Arizona State University, and select others known for forward-focused design curriculum that prepares students for long-term adaptability throughout their careers.

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.

Participation by our alumni on social media outlets reveals large numbers of our graduates working in areas of user experience. They are employed as user-centred design researchers, user-interface designers and service designers.

For 2018/19 York Design has received roughly 740 applications for 120 first-year positions in our BDes program, an increase of more than 100 over the past couple of years. (Sheridan applications have remained steady at about 240 applications.) York Design already attracts students who want a baccalaureate design program. Given their limited exposure to design (as opposed to art) in high schools, students are adaptable to the ways in which we introduce them to design and its potential in addressing complex problems through visual communications.

Significant industry partners including Facebook et al., described above, have all approached Design at York because of our students’ capacity for executing innovative ideas. These companies know to look to universities for comprehensive and forward-looking design expertise. York Design is considered a benchmark recruitment resource for these companies.

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.

The new BDes Honours requirements are modified from the Joint Program’s BDes Honours requirements. The structure is similar with 78 major credits (comprising 54 Studio, 18 Studies, 6 Professional Practice); 18 General Education credits, 12 AMPD (non-DESN) electives, and 12 free electives for a total of 120 credits. The new requirements differ only in that we have specified 6 professionally oriented courses that were previously combined with our studies course requirements.

We will continue to have a strong foundational experience (including skills acquisition) in the first two years to prepare students for the last two years of their education. We envision years 3 and 4 to be more exploratory and open-ended in terms of disciplinary inquiry.

A significant change to the program is the emphasis on a more holistic approach to design practice. For example, we are introducing two required courses in third year, focused on innovation and collaborative inquiry that is open to including other departments, faculties and partners in industry. Designing for Existing Systems is concerned with design for and within current organizations and structures while Designing for Future Systems looks toward design for yet-to-be defined, speculative systems. A
combination of these two will provide students valuable experience for developing creative solutions for evolving ecologies within designed systems. We have combined the essential cornerstone studies courses and have proposed several new courses (Understanding Design in a Global Context, Design for Creative Entrepreneurship, Social Media Strategies) to provide a theoretical basis for future-focused ways of approaching design. These changes are intended to ensure students leave the program as creative critical thinkers and makers with the ability to design for the shifting complexities of the world around them.

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.

See Appendix 2 Program Map for a visual map of the comprehensive curriculum.

**NOTE:** Every YSDN course has been affected in one of the following ways: 1) New course number to include the DESN rubric and adopt our new numbering system; 2) New course number, title and/or descriptions to update language that no longer reflects the content of the course; 3) slated to be discontinued as the Joint Program phases out.

The unit chose to adopt DESN and phase out YSDN to avoid any confusion or legacy issues regarding course origin or intellectual property.

4.3 For undergraduate programs, comment on the anticipated class sizes.

Studio class sizes: 24 max. (20% increase over current class sizes)
Studies courses: 24 max.
Full cohort, including extant Design Placement, required: 72

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.

Attached as Appendix 1

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.

**Note:** The Program Learning Outcomes for the extant BDes Hons (YSDN) delivered by the Joint Program remain intact for the modified BDes Hons (DESN) with single delivery by York only. The highest goals of the professional design degree have never been dependent on joint delivery by partner institutions.

**Program Learning Outcomes and Degree Level Expectations**
The program learning outcomes can be mapped closely with the degree level expectations. A narrative is provided in Section 5.2 below.

**Depth and Breadth of Knowledge**

*Program:*
  a. Develop and employ historical, theoretical and cultural frameworks in critiquing and discussing design objects and issues
b. Identify problems appropriate for design intervention that are informed by an understanding of contemporary design issues

Knowledge of Methodologies
Program:
  a. Develop a language and methodological skillset to articulate design practice and processes
  b. Employ the design process to address communication problems for specific purposes and audiences

Application of Knowledge
Program:
  a. Apply theories and principles of design and communication to the development of effective design interventions into appropriate systems
  b. Apply research, critical thinking and conceptualization skills to the analysis, shaping and presentation of messages in visual form

Communication Skills
Program:
  a. Use professional terminology in the analysis and description of design works
  b. Communicate verbally and in written form the work process and problem-solving
  c. Employ effective oral and written business communication skills

Awareness of Limits of Knowledge
Program:
  a. Collaborate with peers, students from other disciplines and industry partners, to develop collective knowledge and skills
  b. Investigate new ways to facilitate the understanding of content
  c. Develop an individual voice in responding to design challenges

Professional Capacity/Autonomy
Program:
  a. Apply appropriate and effective business practices, maintaining professional relationships and communicating effectively with clients, coworkers and supervisors
  b. Employ leadership, teamwork and collaborative research skills
  c. Apply a self-directed approach to presenting and promoting skills and achievements

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students’ final-year academic achievement in the program.

The following narrative describes how the program builds student capacities to meet learning outcomes and degree level expectations over four years. The matrix of courses to outcomes (Appendix 5.1) demonstrates the building and integration of competencies as students work through the curriculum of the required courses. Optional courses also contribute to competencies.

In the fourth year, we prepare students for professional practice in a course called Professional Practices in Design. In a concurrent year-long course, the students work collaboratively to mount their graduation show in the spring. We prepare students for research, project development and graduate education in part through the year-long studio course called Degree Project, in which students devise their own projects informed by primary research methods. As a bridging opportunity, several of our fourth-year elective studio courses are integrated with our Master of Design Program, allowing undergraduate students to work alongside Master students, elevating discourse throughout each class.

1. Depth and Breadth of Knowledge
The structure of the courses in the Bachelor of Design program accommodates both the theoretical and
practical requirements of a professional honours degree. Theory, concepts and principles are introduced through lectures, case studies, and experiential learning in studio courses, and in a variety of required and elective history/theory courses. The contextualization of these components is then refined and mastered in the studio classes.

Depth and breadth of knowledge are specifically addressed in year-one courses and further developed in all subsequent courses at every level. All upper level studio courses reinforce the depth and breadth of knowledge through a process-oriented approach to solving visual communication problems, one which equips students to synthesize complex information ecologies and integrate their knowledge and experience as part of useful, constantly evolving systems. These courses offer students opportunities to understand the broader role of systems integration and visual information or data in today’s social, technological and economic terrain.

From early courses in design principles and critical thinking through to advanced level projects, students acquire skills in research and interpretation, synthesizing disparate information in effective communications for a variety of audiences. Critical thinking and analytical skills are an essential part of the visual communications process and are reinforced in studio critiques. They are also fostered in core studies courses and liberal studies electives that apply these intellectual tools in other subject areas.

2. Knowledge of Methodologies
The design process is one of: research; critical analysis; visualization; evaluation, development and iteration—all of which is reflected in project work.
- Research may include subject reading, reviewing existing case histories of solutions to related problems
- Critical analysis involves discussion of the goals and requirements of the brief, selection and organization of key data, setting goals and mapping the design process
- Evaluation takes place throughout the process, allowing for feedback at each stage, with constant iterative refinement through visualization and discussion

On-going critical feedback provides students with an opportunity to explore ideas, test their thinking and engage in creative problem-solving. Central to the program is the opportunity for critical interaction between students and a broad range of experienced faculty and designers. Students also participate in regular group critiques, which reinforce the learning process, encouraging students to self-evaluate and to articulate goals.

Research
Students are required to engage in research at all levels within the program. In lower-levels research may involve subject reading through library and internet searches to provide background and context for project-related problems. At the second-year level students are introduced to the theory of research methodologies and are required to produce annotated bibliographies for subject areas they have researched and conduct small-scale user studies. By fourth-year, each student in the program is able to produce a literature review on a subject area, to engage in primary research, and to use the results of their research in a largely self-directed design project. Students are introduced to a range of primary research methods including: interviews, surveys and questionnaires, ethnographic studies, usability studies along with research creation through visual exploration. They must demonstrate knowledge of the basic concepts and terminology of primary research, be able to develop an effective research protocol, analyze and interpret data and write a report on their findings.

Critical Analysis
The problem-identifying and solving aspects of graphic design demands practitioners that can identify the main points within an argument, evaluate the credibility of an author or information source, recognize bias, understand rhetorical fallacies, and sense inappropriate tone for an intended audience. The integration of studies courses in the program supports the development of critical thinking, so
students develop confidence in their ability to pull apart the elements of written text and visual imagery, to understand cultural and historical contexts, and to use this understanding to inform the critical evaluation of their work.

**Visualization**
All studio courses address issues related to visualization. Students are encouraged to explore ideas through a broad range of methods including traditional art media, such as drawing and painting and their digital media counterparts. They work directly with various physical materials in three-dimensional work but also have access to advanced technologies such as laser cutters and plotters. Photography, video, animation, computer-generated images and visualization through programming all play an important role in many areas of graphic design. By their final-year, design students are expected to demonstrate facility with the full range of image making methods and to be able to produce highly refined visual solutions. In specialized areas like information design, students must demonstrate an ability to use visualization to make complex information understandable and accessible.

**Evaluation**
Section 3.4 addresses the methods and criteria used by faculty for assessing student achievement. In their final-year, students must demonstrate the ability to integrate research, critical thinking and a high level of visualization in projects that demand effective problem solving. The various methods employed in evaluating student work, and the work used as case studies and benchmark studies, tend to become integrated into practice, so graduating students can demonstrate the ability to self-evaluate and to evaluate and discuss the work of peers or other design professionals.

**3. Application of Knowledge**
Students develop a fundamental understanding of the principles of the discipline and then apply those principles to the creation of solutions to visual communications problems. A synthesis of theory, technique and concept is central to the education of a designer. Studio courses are designed to require students to apply research, problem-solving and critical thinking skills to specific communication problems. Critical evaluation and synthesis of a broad range of sources is a requisite in fulfilling the requirements of complex projects. As students proceed in their studies, the application of theoretical inquiry helps inform their exploration of the language of visual communication, encouraging them to develop a unique perspective and a personal vision in their creative work.

**4. Communication Skills**
Communication to a wide variety of audiences is obviously the essential professional function of communication design. All courses stress the need for oral, written and visual communication.

**5. Awareness of Limits of Knowledge**
Designers constantly need to research topics for specific projects and to keep abreast of new opportunities and current developments. This requires an attitude of continuous leaning in professional practice and the ability to reflect objectively on one’s own performance and skills. In the Bachelor of Design program this attitude is encouraged by an immersive environment in which intensive involvement with the discipline is aided by group critiques, evaluation by faculty and visiting professionals, work placement and peer group discussions. Students develop their ability to monitor their own progress, identify strengths and weaknesses in their performance, and develop an appropriate focus for their future direction. The maturation process in the program, equipping students with a strong foundation and a personal vision, enables students to create individual work or function effectively in a team with other disciplines.

**6. Professional Capacity/Autonomy**
The program offers students sustainable, professional growth potential and greater adaptability in a changing technological, business and cultural environment. Personal development and individual specialization are reflected in graduating portfolios. Additionally, graduates have a solid grounding in
theory and history and sound business and entrepreneurial preparation. Graduates possess the following highly valued skills:

- Problem identification and definition through research, as developed in response to a wide range of demands in their course work, for both studio and breadth components of the program
- Critical analysis, as seen in their ability to select, structure and present information
- Problem-solving, practiced in project work over four years of studio courses and in their work placement
- Verbal and written communication skills, developed in group critiques, discussions, oral and written presentations
- Sustainable, continuous learning, with both a high degree of independence, and as members of collaborative teams

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.

**Formative Assessment**

During the developmental phases of studio projects, students receive formative assessment in a variety of ways:

- In-class quizzes are used to reinforce previously introduced concepts, ideas and terminology
- In-class exercises allow students to put concepts into practice, build skills and get feedback on their personal development.
- In-class critiques, which can take the form of one-on-one, small group, or whole class critiques provide immediate feedback for work in progress and in-class exercises. Critiques allow students to question, discuss, analyze and comment on their own work and the work of peers, thus building their analytical skills and their confidence in assessing their own work. The critique is the primary vehicle of formative assessment for faculty.
- Small class size is critical for the success of critiques as a formative assessment tool.

**Summative Assessment**

The most common criteria for summative assessment on performance-based projects are:

- Breadth and Depth of Exploration
- Effectiveness of Communication/ Effectiveness of Solution
- Visual Quality
- Presentation

**Breadth and Depth of Exploration:** This reflects the need for integrated research and iterative exploration. Students are encouraged to find benchmarks and exemplars to give context and background to problems posited by their design projects. They are expected to examine problems from many perspectives and to develop confidence in moving away from existing examples to develop unique and personal solutions to given problems. At higher levels, this feedback encourages improvements to project features based on the student’s own experience of testing and prototyping.

**Effectiveness:** This reflects the need for critical analysis in responding to communication and design problems. Assessment of effectiveness will reflect the degree to which students respond effectively to the problem at hand with sound strategies, appropriate arguments, examples, visualizations and text suited to the audience, purposes and occasion.

**Visual Quality:** This category provides feedback on the degree to which students demonstrate an ability to refine visual forms, direct focus and attention through the layout of visual elements and demonstrate control and skill in the use of all visual aspects of a project.

**Presentation:** In live presentation contexts, this category provides feedback on the student’s ability to make concepts and information clear through verbal explanations, and to support those explanations.
with visualizations that make ideas accessible and understandable. This category is also used to assess the organization and assembly of project materials and the thoughtfulness and care taken with cutting, folding, mounting and other physical processes used for formal project presentation.

Post-project debriefings are used to verbally communicate common challenges and weaknesses, as well as strengths and achievements with completed projects. Students receive a grading sheet with grades for each of the above categories, with additional comments to clarify where improvements can be made, and energy focused in the future.

Staged Assessment: As much as possible, assessment of student work should avoid personal preferences and biases and remain focused on the goal of the project or exercise. In the case of an exercise designed to teach a basic skill, the assessment can be as simple as a pass or fail, correct or incorrect. In the first two years of the program, much of the demonstrated learning relates to acquiring basic concepts and vocabulary, and developing the ability to explore ideas through research, critical thinking, iterative exploration and critique-based evaluation. There is less emphasis on creating portfolio-quality projects and more emphasis on developing good process and exposing students to a broad range of historical, theoretical and cultural issues.

In the third and fourth year, the focus of assessment shifts to reflect a more complex performance-based demonstration of learning that includes the ability to integrate ideas from a wide range of sources, explore ideas broadly and deeply, refine solutions with technical and executional skills, and to introduce elements of originality and creativity.

The vertical staging, or stepping of learning complexity within the seven program streams, supports this movement toward complexity so that teaching and assessment are aligned. As a professional undergraduate program that prepares students for the design industry, the development of a strong portfolio of design work is an essential end goal, so there is a conscious focus in the final-year studio courses on providing feedback that goes beyond a grade, to include questioning and assessment that encourages the student to think for themselves and to self-assess with confidence.

The professional practice courses such as Design Placement and Professional Practices in Design, introduce elements of external assessment. Students participate in a work placement in the summer between their third-and-fourth years. An assessment of their performance in this professional environment is made by the primary contact within the external company, thus providing an indicator of student preparation level on an individual basis, and an indicator of general alignment of student performance and industry expectations on an aggregate level. At the end of their fourth-year, students mount a graduate show that puts their best work on public display. Prior to the show, each student has an opportunity to have their work assessed by two professional designers. The focus of this assessment is not on creating a grade, but on providing useful feedback to the students as they prepare to transition into professional practice or graduate studies.

5.4 Not applicable

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

Although most design students tend to be predominately visual learners, the program employs a wide range of teaching techniques to provide an entry point for all learning styles. The following is a list of delivery modes utilized within the program:

Lecture
This mode is used when appropriate, to deliver information to large groups of students. It is effective and efficient for communicating historical and theoretical information so has been used extensively in studies courses. There are times when it makes more sense to broadcast rather than narrowcast. In
instances where it is important to generate discussion of content originally presented in a large lecture format, we have instituted smaller tutorial groups.

In the more intimate setting of our studio classes (first-and-second year classes — 20 to 22 students, third-and-fourth year classes — 15 to 18 students) the lecture is still a useful technique to introduce basic concepts and vocabulary; set out the background, history and context necessary for project briefings; and to debrief on critical project phases or end-of-project assessments.

**Tutorial Groups**
A typical scenario in a studies class would be the second-year class in Design Research. The class begins with a two-hour lecture involving the whole second-year cohort. The class then breaks down into four smaller tutorial groups, where an instructor leads each small group in a discussion of topics introduced in the larger lecture group. Experience has shown that developing a good discussion works much better in a smaller group.

**Presentation**
This is an extension of the lecture where other modalities are integrated to accommodate the range of learning preferences of our students and also to make top-down information more engaging. Techniques include:
- Pre-existing video, audio content or web sites. Examples of student work can be used as models to demonstrate common challenges, as well as effectiveness or success in specific teachable areas
- Audio-visual presentations created by faculty
- Step-by-step tutorials that are effective for software learning

**Demonstration**
Another variation of the lecture involving a component to teach a hand or craft skill, such as mounting artwork, book binding, physical prototyping or 3D-design technique.

**Course Blog (or LMS such as Moodle)**
This is increasingly a popular way to allow faculty to broadcast information to the class in an asynchronous mode. The range of broadcast information from faculty includes:
- Course outline and project briefs
- Course schedule and posted readings
- Announcements
- Notes and other material to supplement in-class lectures
- Suggested sources for research

It is also an excellent format to encourage student documentation of process. The range of broadcast information from students includes:
- Posting observations or comments on class discussions
- Recording progress on various project phases for all students in the class to see
- Contributing found resources for other students to share

**Case Studies**
Case studies are useful for examining real-world situations, to focus on a wide range of issues related to research, business, marketing, best practices and design strategy. This mode is particularly useful in higher-level courses like Design Management or Professional Aspects of Design, and in some studies courses. Often, study of the business case at hand will be supplemented by group work, which encourages students to use their analytical and research skills to solve business problems, develop strategies, write an RFP or report, and to work in groups to develop their collaborative abilities.
**Guest Lectures**
Guest lecturers can introduce the latest industry thinking about certain topics and are employed when deemed appropriate.

**Research and Real-World Projects**
The program has a significant history of integrating research and real-world projects into the curriculum. The BDes has developed some guidelines around this contentious area of curriculum delivery. We respect the guidelines established by the national Canadian and provincial professional associations (Society of Graphic Designers of Canada and the Association of Registered Graphic Designers of Ontario). We recognize that utilizing student talent to serve commercial business interests without any compensation for the students has the net effect of devaluing graphic design. Projects that are integrated into curriculum are vetted to ensure there is significant client involvement, to ensure that students benefit from involvement in the project and that learning outcomes are still aligned with the established course outcomes. Some form of monetary compensation should accrue to the students involved, so that students and outside clients recognize that design has monetary value, and that developing design competitions or presenting commercial design projects in the guise of ‘great opportunities’ does little to advance the profession.

**Field Trips**
A number of courses supplement in-class delivery with field trips that allow students to experience real working environments, equipment and processes they may have learned about in a more abstract way in the classroom.

**In-Class Exercises**
Students can immediately test out and experience concepts and theories introduced in a preceding lecture, reinforcing learning by making it relevant and memorable.

**Critiques**
As seen above, the range of delivery modes is broad and allows for different learning styles. Techniques can be utilized based on appropriateness of situation and desired outcome. The primary and most-used mode of assessment is still the critique, which allows faculty a way to provide useful responses to student work in full class, small group or individual situations. It tends to be used as formative evaluation and takes advantage of our small class sizes. It remains an effective way for faculty to capitalize on faculty/student interaction, to leverage the experience of faculty, and to give students the benefit of timely feedback.

6. Admission Requirements

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

**Academic**
Completion of the Ontario Secondary School Diploma (OSSD) and six 4U or 4M courses, including ENG4U, and all Faculty or program specific prerequisites. Francophone applicants may present FRA4U, FEF4U or FIF4U. A combination of U and M courses is accepted.

For college or university transfer students: B+ average generally

**Other (e.g. portfolio, specialized testing, interview, etc.)**
Candidates are selected on the results of their portfolio and the assessment of their academic achievement. Portfolios are reviewed by Design faculty members in individual interviews with candidates or on line. They are evaluated on the quality of the work, process, presentation and ability to articulate the work. Reviewing portfolios in person helps ensure that we get the top students from the
applicant pool. We believe the high retention rates and the quality of students who graduate are a direct result of selecting students based on our portfolio interview process. Therefore, we are committed to continuing in this manner.

Generally, admission decisions are based 50% on the portfolio evaluation score and 50% on grades. Historically, we have given preference to students with a high school average of 80% or better depending on the quality of the applicant pool (B+ for college or university transfer students).

**Language Proficiency Requirements**
Programs at Keele Campus are offered in English, while programs at our Glendon Campus are offered in a bilingual environment (English and French). To gain admission, an applicant must demonstrate language proficiency in the program’s language of instruction. These are general guidelines only. Meeting minimum requirements does not guarantee admission. York University reserves the right to require a successfully completed language proficiency test. If an approved language proficiency test is required then an applicant to the BDes program would require, for example, a score of 6.5 on IELTS academic or TOEFL iBT score of 83.

**Alignment with Program Learning Outcomes**
The program outcomes are concerned with professional entry-level knowledge and skills, the foundation for sustainable, life-long learning and the development of an individual voice. Therefore, the portfolio interview seeks to assess potential in the field and fit with the program. Many applicants have had little prior opportunity to do much design, but visual abilities can be assessed in other work, and curiosity, thinking, and organization are seen in process work, sketchbooks, scrapbooks and the variety and composition of the portfolio. The ability to articulate the work is also important in the practice of design and in the development of students’ ability to evaluate their work. Thus, the evaluation helps to assess the applicant’s level of preparation for the field.

The rigorous selection process ensures that the student body is of a very high standard. Our retention rate (89%-92%) is the highest in School of the Arts, Media, Performance and Design.

7. **Resources**

7.1 **Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.**

This program is built on the strengths of the current faculty members who contributed to its development, most notably in user-centred methods and systems integration, user experience, interactivity, information design / data visualization, typography, and design studies.

Over the next five years, the Department will need to increase its complement by 2 immediately and another 2 over the five-year period. That will bring us to 9 for a teaching load at steady state of 260 students. It will be important to replace faculty members who retire in order to maintain this level of full-time complement.

The immediate needs are in the areas of interactive information design, speculative interfaces and design studies. The Department needs research-active hires in the professorial stream to maintain and build its research profile and stay ahead of industry developments and needs. New research-active hires are particularly germane as we implement our new pedagogical direction. Contract faculty will continue to play an important role to maintain strong links to the profession and provide the appropriate levels of professionally-relevant teaching.
7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

Of the four retired faculty members, one participates occasionally in graduate supervision. None are expected to contribute to the delivery of the undergraduate program moving forward. Contract instructors will continue to teach in the modified program.

7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate and/or graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

The Department of Design, housed on the fourth floor of the Dahdaleh Building, will continue to maintain three dedicated industry-standard computer lab/studios, fabrication/output lab, equipment rentals, photo studio, and student workroom, based on the differentiated fees of both YSDN and DESN programs. The dedicated graduate classroom, studio spaces and output facility will remain intact.

Over the next four years, the programs referred to as YSDN and DESN will run concurrently in the Department as YSDN is phased out and DESN is phased in. We have mapped the program schedules onto our spaces and know that we can accommodate both programs during that time. Fall 2022 will be the first year comprising all DESN students. (Any YSDN students needing additional time beyond 2022 — usually fewer than 10 take more than four years to complete — will be accommodated within the Department of Design.)

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

Faculty, staff and technician offices will remain in place.

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

In addition to the lab/studio and production spaces mentioned above, the Department will continue to provide digital storage space for each student. The Department provides advising services for Design students. The Design Students Association, currently comprising YSDN students, has begun planning for integrating DESN students into the organization. Campus support services are in place and will be more easily accessible to our students given their simplified (one-campus) schedules.

7.6 Not applicable

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

Studio class sizes: 24 max. (20% increase over current class sizes)
Studies courses: 24 max.
Full cohort, including extant Design Placement, required: 72
Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>Home Unit</th>
<th>Area(s) of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Cabianca, Assoc Professor</td>
<td>Design</td>
<td>design studies, typography</td>
</tr>
<tr>
<td>Sandra Gabriele, Assoc Professor</td>
<td>Design</td>
<td>user-centred design, typography, information design</td>
</tr>
<tr>
<td>David Gelb, Assoc Professor</td>
<td>Design</td>
<td>Interactivity, motion design</td>
</tr>
<tr>
<td>Jan Hadlaw, Assoc Professor</td>
<td>Design</td>
<td>design studies, philosophy of design</td>
</tr>
<tr>
<td>Angela Norwood, Assoc Professor</td>
<td>Design</td>
<td>information design, communication, design studies</td>
</tr>
<tr>
<td>Paul Sych, Assoc Professor</td>
<td>Design</td>
<td>typography, publication design</td>
</tr>
<tr>
<td>Wendy Wong, Professor</td>
<td>Design</td>
<td>design studies, cultural design</td>
</tr>
</tbody>
</table>

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.

First intake: FW 2019/20: 72 students in year 1 (YSDN years 2-4 concurrent)
Final year of YSDN partnership: 2022
Steady state modified program (DESN): FW 2022/23: 260 students in years 1-4

9. Support Statements

See for statements attached from:
- Interim Dean of AMPD Norma Sue Fisher-Stitt
- Academic Vice-President and Provost Lisa Philipps
March 2, 2018

Dear Members of the Review Committee,

I am pleased to write in full support of the proposed Major Modifications to the York-Sheridan Program in Design, submitted by the Department of Design within the School of the Arts, Media, Performance and Design. As detailed in the documents, the Honours BDes will continue to be the degree conferred by York University; the major modification is that the York and Sheridan programs will dissolve their partnership so that the current York/Sheridan Honours BDes degree program will become a York Honours BDes degree.

The modifications being proposed have been discussed by members of the Design Department for several years and the resultant curricular changes have been arrived at through a collegial process. When the BDes degree was established in 1999, the partnership with Sheridan was appropriate, reflecting the state of the discipline at that time. More recently, divergent goals and research agendas have become increasingly apparent, with Design faculty members at York University aspiring to develop and offer an expanded curriculum that addresses the shift in practice from one that is “concerned with the design of material objects that address specific problems to a practice that focuses on designing within the complex ecologies that characterize human lives today.” Acknowledging this shift in practice, the modified program described in the proposal moves away from the emphasis on “final product” and client needs that was associated with the joint program, to an emphasis on process and user needs. The modified BDes degree at York will prepare students for a range of careers in Design, including information design, interaction design, organizational branding, and other affiliated areas such as design research and design management.

The large number of students with high GPAs who apply to the program each year demonstrates the stellar reputation attached to the current BDes. Further, the quality of the program is indicated by its excellent retention rate. In the modified BDes, the annual first-year admission numbers will be reduced to 72, a maximum determined by the department’s facilities. Located on the fourth floor of the Dahdaleh Building, Design will continue to maintain three dedicated industry-standard computer lab/studios, as well as a fabrication/output lab, equipment rentals, photo studio, and student workroom. The dedicated graduate classroom, studio spaces and output facility also will remain intact.

Recent retirements have resulted in the faculty complement falling below optimal strength. With the projected steady state of 260 heads in the modified BDes program, I suggest that the department should strive to attain and maintain a complement of 9 tenure-stream faculty members. This will bring Design up to the AMPD complement norm. Since Design currently has seven full-time faculty members, and there is the potential for one retirement in the next few years, I will advocate for the approval of two new hires over the next three years. The first new hire is planned for 2019/20. I am committed to positioning Design as the #1 need in the
forthcoming 2019/20 AMPD complement plan. Financially, this tenure stream position will be made viable through replacing a CLA position with a tenure stream position. Looking ahead to the 2020/21 and 2012/22 complement calls, I anticipate that Design will put forward for consideration another position. I also expect that one of these two positions will be to the Alternate Stream. Outside the full-time complement, Design plans to have certain courses (e.g., Design for Creative Entrepreneurship; Design for Social Media; Professional Practices in Design) taught by a variety of leading edge professionals from the field.

I fully support this major modification. Please contact me if you have any questions.

Sincerely,

Norma Sue Fisher-Stitt
Interim Dean, AMPD
I write to indicate my full support for the proposal for a stand-alone Bachelor of Design to be housed in the Department of Design, School of Arts, Media, Performance and Design.

The Office of the Provost has played a role in events leading up to this proposal and wishes to convey to Senate that the decision to dissolve the partnership between York and Sheridan that has had oversight for a joint York-Sheridan Bachelor of Design since 1999 was undertaken in a spirit of collegiality. Sheridan and York worked together to prepare timelines and actions that respected each institution’s governance processes, developed communications with the units responsible for delivering the program and with students, and consulted with MAESD about intentions on York’s part to continue to offer the degree with revitalized curriculum and, on the part of Sheridan, a new applied degree. MAESD has agreed to continue to fund the total number of students with 50% of the funded spaces accruing to each institution. These provisions have been incorporated into the SMA 2 enrolment corridor.

The joint program will admit its last cohort of students in 2018. The proposal makes adequate provision for students to complete their programs, with accommodations for students in good standing who require more time to complete. A revitalized curriculum that addresses changes in the field, a strong network of very high quality experiential learning opportunities, highly-regarded faculty members, and state of the art...
Office of the Vice-President Academic and Provost

laboratories will ensure that the program will continue to attract excellent students. Faculty are to be commended on undertaking a thorough process of consultation with exemplary design programs to inform their curriculum revisions.

I am satisfied that the hiring plan developed by the Interim Dean of AMPD will build the Department’s capacity to manage the transition to 100% of the delivery of the program effectively and in a timely manner. I am delighted to provide my full support for this proposed major modification and wish the program every success.

Cc: Dean N.S. Fisher-Stitt
    VPA A. Pitt
### Current Specialized Honours BDes Program
York/Sheridan Joint Program (YSDN)  
(as of Fall 2017)

<table>
<thead>
<tr>
<th>BDes Honours Major – 120 credits</th>
<th>Proposed Modified Specialized Honours BDes Program (DESN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 credits in General Education;</td>
<td>18 credits in General Education;</td>
</tr>
<tr>
<td>12 credits in Fine Arts Electives (AMPD) – non-YSDN</td>
<td>12 credits in Fine Arts Electives (AMPD) – non-DESN</td>
</tr>
<tr>
<td>(6 credits from the FA/1900 3.0 series of courses, outside of the major)</td>
<td>(6 credits from the FA/1900 3.0 series of courses, outside of the major);</td>
</tr>
<tr>
<td>12 additional credits – Free Electives (may be YSDN)</td>
<td>12 additional credits – Free Electives (may be DESN);</td>
</tr>
<tr>
<td>78 credits in YSDN comprising:</td>
<td>78 credits in DESN comprising:</td>
</tr>
<tr>
<td>24 credits in Design Studies including:</td>
<td>18 credits in Design Studies including:</td>
</tr>
<tr>
<td>• FA/YSDN 1101 3.0 Critical Issues in Design</td>
<td>• FA/DESN 1111 3.0 Design of the 20th Century*</td>
</tr>
<tr>
<td>• FA/YSDN 2102 3.0 History of Design and one of:</td>
<td>• FA/DESN 2101 3.0 Design in Contemporary Society*</td>
</tr>
<tr>
<td>FA/YSDN 2105 3.0; History of Media in Graphic Design</td>
<td>• 3 credits from the History Palette:</td>
</tr>
<tr>
<td>FA/YSDN 2106 3.0; Graphic Design in Canada</td>
<td>FA/DESN 2111 3.0 History &amp; Development of Typography;</td>
</tr>
<tr>
<td>FA/YSDN 2107 3.0; History &amp; Development of Typography</td>
<td>FA/DESN 2112 3.0 Evolution of Information Design;</td>
</tr>
<tr>
<td>FA/YSDN 2108 3.0; Evolution of Information Design</td>
<td>FA/DESN 2113 3.0 History &amp; Culture of Interaction Design</td>
</tr>
<tr>
<td>FA/YSDN 2109 3.0. History and Culture of Interaction Design</td>
<td>With an additional 9 credits at the 3000 or 4000 level</td>
</tr>
<tr>
<td>• FA/YSDN 3111 3.0 Design Placement</td>
<td>6 credits in Professional Practice:</td>
</tr>
<tr>
<td>• FA/YSDN 3112 3.0 (formerly YSDN 2103 3.0) Research in Design</td>
<td>• FA/DESN 3201 3.0 Design Placement</td>
</tr>
<tr>
<td>• FA/YSDN 4104 3.0 Professional Aspects of Design</td>
<td>• FA/DESN 4201 1.5 Degree Exhibit</td>
</tr>
<tr>
<td>With an additional 6.0 credits at the 3000 or 4000 level;</td>
<td>• FA/DESN 4202 1.5 Professional Practices in Design</td>
</tr>
<tr>
<td>54 credits in Design Practicum including:</td>
<td>54 credits in Design Studio including:</td>
</tr>
<tr>
<td>• FA/YSDN 1001 3.0 Visual Language</td>
<td>• FA/DESN 1001 3.0 Communication Design Foundation</td>
</tr>
<tr>
<td>• FA/YSDN 1002 3.0 Design &amp; Image</td>
<td>• FA/DESN 1002 3.0 Understanding Form &amp; Context</td>
</tr>
<tr>
<td>• FA/YSDN 1005 3.0 Typography 1</td>
<td>• FA/DESN 1003 3.0 Typography, Letter &amp; Word</td>
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<tr>
<td>• FA/YSDN 1006 3.0 Fundamentals &amp; Methods: Visual Interaction Design (formerly Interactivity Design 1)</td>
<td>• FA/DESN 1004 3.0 Drawing for Design</td>
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<tr>
<td>• FA/YSDN 2002 3.0 Typography 2</td>
<td>• FA/DESN 1011 3.0 Visual Interaction Design</td>
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<tr>
<td>• FA/YSDN 2004 3.0 Communication Design 2</td>
<td>• FA/DESN 2001 3.0 Communication Design Process</td>
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<tr>
<td>• FA/YSDN 2005 3.0 Processes &amp; Workflows: Visual Interaction Design (formerly Interactivity Design 2)</td>
<td>• FA/DESN 2002 3.0 Typography for Publishing Systems*</td>
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<td>• FA/YSDN 2007 3.0 Typography 3</td>
<td>• FA/DESN 2003 3.0 Design Inquiry</td>
</tr>
<tr>
<td>• FA/YSDN 2008 3.0 Information Design Concepts &amp; Methodologies (formerly Information Design 1)</td>
<td>• FA/DESN 2011 3.0 Designing for Human Interactions*;</td>
</tr>
<tr>
<td>• FA/YSDN 4004 3.0 Design Workshop</td>
<td>• FA/DESN 2021 3.0 Information Design for Understanding;</td>
</tr>
<tr>
<td>With an additional 9 credits at the 3000 or 4000 level, and an additional 12 credits at any YSDN level</td>
<td>• FA/DESN 3001 3.0 Designing for Existing Systems*</td>
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### Free Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>FA/YSDN 3009 3.0</td>
<td>Time-Based Communication</td>
</tr>
<tr>
<td>FA/YSDN 3010 3.0</td>
<td>Package Design</td>
</tr>
<tr>
<td>FA/YSDN 4007 3.0</td>
<td>Corporate Identity</td>
</tr>
<tr>
<td>FA/YSDN 3012 3.0</td>
<td>Information Mapping &amp; Networks</td>
</tr>
<tr>
<td>FA/YSDN 4008 3.0</td>
<td>Data Visualization Design</td>
</tr>
<tr>
<td>FA/YSDN 4009 3.0</td>
<td>Interactive Objects &amp; Environments</td>
</tr>
<tr>
<td>FA/YSDN 4003 3.0</td>
<td>Advanced Topics in Interaction Design</td>
</tr>
<tr>
<td>FA/YSDN 4013 3.0</td>
<td>Design Lab</td>
</tr>
<tr>
<td>FA/YSDN 4014 3.0</td>
<td>Another Design Lab</td>
</tr>
<tr>
<td>FA/YSDN 4901 3.0</td>
<td>Independent Studies</td>
</tr>
<tr>
<td>FA/YSDN 4900 3.0</td>
<td>Independent Studio</td>
</tr>
<tr>
<td>FA/DESN 3002 3.0</td>
<td>Designing for Future Systems*</td>
</tr>
<tr>
<td>FA/DESN 3011 3.0</td>
<td>Prototyping and User Centred Strategies</td>
</tr>
<tr>
<td>FA/DESN 4000 6.0</td>
<td>Degree Project</td>
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</table>

With an additional 12 credits at 3000 or 4000 level

### Design Studio Options (by Category)

#### Visual Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FA/DESN 3003 3.0</td>
<td>Motion Design</td>
</tr>
<tr>
<td>FA/DESN 3004 3.0</td>
<td>Package Design</td>
</tr>
<tr>
<td>FA/DESN 3021 3.0</td>
<td>Typography for Information Design</td>
</tr>
<tr>
<td>FA/DESN 4001 3.0</td>
<td>Branding &amp; Identity Systems</td>
</tr>
<tr>
<td>FA/DESN 4002 3.0</td>
<td>Publication Design</td>
</tr>
</tbody>
</table>

#### Information Design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/DESN 3021 3.0</td>
<td>Typography for Information Design</td>
</tr>
<tr>
<td>FA/DESN 3022 3.0</td>
<td>Information Mapping &amp; Networks</td>
</tr>
<tr>
<td>FA/DESN 4021 3.0</td>
<td>Visual Analytics*</td>
</tr>
<tr>
<td>FA/DESN 4022 3.0</td>
<td>Data Visualization Design</td>
</tr>
</tbody>
</table>

#### Interaction Design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FA/DESN 3012 3.0</td>
<td>Generative Design*</td>
</tr>
<tr>
<td>FA/DESN 4011 3.0</td>
<td>Interactive Objects &amp; Environments</td>
</tr>
<tr>
<td>FA/DESN 4012 3.0</td>
<td>Advanced Topics in Interaction Design</td>
</tr>
</tbody>
</table>

### Design Studies Options

#### Futures Palette:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/DESN 3121 3.0</td>
<td>Understanding Design in a Global Context*</td>
</tr>
<tr>
<td>FA/DESN 3122 3.0</td>
<td>Design Advocacy</td>
</tr>
<tr>
<td>FA/DESN 4121 3.0</td>
<td>Building a Discipline</td>
</tr>
<tr>
<td>FA/DESN 4122 3.0</td>
<td>Design for Creative Entrepreneurship*</td>
</tr>
<tr>
<td>FA/DESN 4123 3.0</td>
<td>Social Media Strategies*</td>
</tr>
</tbody>
</table>

#### General Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/DESN 2102 3.0</td>
<td>Design &amp; Inuit Cultural Artifacts</td>
</tr>
<tr>
<td>FA/DESN 4101 3.0</td>
<td>East Asian Design History &amp; Material Culture in Transnational Perspectives</td>
</tr>
</tbody>
</table>

#### Other

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/DESN 4003 3.0</td>
<td>Design Lab</td>
</tr>
<tr>
<td>FA/DESN 4004 3.0</td>
<td>Another Design Lab</td>
</tr>
<tr>
<td>FA/DESN 4302 3.0</td>
<td>Independent Studies</td>
</tr>
<tr>
<td>FA/DESN 4301 3.0</td>
<td>Independent Studio</td>
</tr>
<tr>
<td>FA/DESN 4401 3.0</td>
<td>Special Topics (Studies)*</td>
</tr>
<tr>
<td>FA/DESN 4402 3.0</td>
<td>Special Topics (Studio)*</td>
</tr>
</tbody>
</table>
Design Electives

SECOND YEAR

VISUAL COMMUNICATION

- Motion Design
- Package Design

INFORMATION DESIGN

- Information Mapping and Networks
- Visual Analytics
- Data Visualization Design

INTERACTION DESIGN

- Generative Design
- Advanced Topics in Interaction Design
- Interactive Objects and Environments

FOURTH YEAR

- Branding and Identity Systems
- Publication Design
- Design Lab
- Another Design Lab
- Independent Studio
- Special Topics Studio
- Independent Studies
- Special Topics Studies

OTHER DESIGN ELECTIVES

- Studio
- Studies
PROPOSAL FOR A CERTIFICATE IN PUBLIC HISTORY

1. Introduction

1.1 The Department of History in the Faculty of Liberal Arts and Professional Studies proposes to launch a concurrent Certificate in Public History (Category 1: Cross-Disciplinary Certificate) for undergraduate students in collaboration with Glendon College and the Department of Visual Art and Art History in the School of the Arts, Media, Performance, and Design.

1.2 Public (or “Applied”) History is a well-established branch of the discipline of History, which has found institutional expression in countless academic programs in the United States and in at least five Canadian universities. It is a term used to describe the theory, methodologies, and practices of professional historians who work outside academic institutions in various agencies and organizations devoted to historical research, preservation, and educational programming, including museums, historic sites, archives, galleries, government and non-government organizations, and online venues. Public History also encompasses the ways in which history is produced for and understood by public audiences in a wide range of venues including public school classrooms, television documentaries, popular history writing and family history albums. It is sustained by a large North American organization known as the National Council on Public History.

2. General Objectives

2.1 The undergraduate Certificate in Public History is intended to give students a structured introduction to the theory, methods, and practice of work in historical, heritage, and cultural institutions outside universities. It is intended to give them a critical understanding of the production and presentation of historical knowledge for larger, non-academic audiences, and the skills suitable for employment in public-history and related settings.

2.2 The proposed certificate builds on the historic breadth and depth of expertise in the LA&PS and Glendon Departments of History and in the Department of Visual Art and Art History, as well as the outreach work to public-history organizations and institutions that members of the LA&PS and Glendon History Departments have pursued in recent years. It also draws strength from the number of active existing public history initiatives being pursued by York faculty and graduate students, including:

- ActiveHistory.ca, a widely-read online venue that connects the work of historians with the wider public and the importance of the past to current events;
- After the Asylum, a national public history project that explores through a series of community-engaged virtual exhibitions the history of de-institutionalization of mental health services in Canada, and the emergence of new consumer/user networks and cultures;
- The Confederation Debates Project, which draws upon volunteers to transcribe and present previously inaccessible colonial, federal, and Indigenous texts to produce a searchable database of the ideas and concerns that shaped the founding of Canada, and companion school curriculum materials;
• The Greek Canadian History Project, which aims to preserve and facilitate access to historical materials on Greek immigrant individuals and communities, in partnership with York’s Clara Thomas Archives and Special Collections;

• The Harriet Tubman Institute for Research on Africa and its Diasporas, which coordinates, among other initiatives:
  o an annual *Performing Diaspora* celebration (a series of workshops, presentations, artist talks and community events that bring the university and the wider community together to celebrate and engage with African and African Diaspora arts and culture);
  o S.P.A.C.E. (Spotlighting and Promoting African Canadian Experiences), an academic-community partnership that aims to produce a repository of individual and collective memories of African Canadian experiences through textual, visual and oral sources as well as academic support for community-based research initiatives;

• Nature’s Past: Canadian Environmental History Podcast, a quarterly audio podcast that brings Canadian environmental history research to a wider audience;

• The Portuguese Canadian History Project, a community outreach initiative founded in 2008 to locate and facilitate access to historical sources pertaining to Portuguese immigrant experiences, in partnership with York’s Clara Thomas Archives and Special Collections;

• The Toronto Migration Memory Collective, which brings together scholars, archivists, activists and community members to produce and disseminate knowledge of Toronto’s migrant communities and their pasts, and to facilitate the preservation of records and artifacts by public archives and museums;

• The Toronto Worker’s History Project, which aims to develop awareness and pride among working people about their own history and their contributions to Canadian society; and

• The York Public History Symposium, an annual one-day event bringing together public history practitioners with York faculty and students to explore themes and challenges in public history practice, held with support from the Avie Bennett Historica Chair in Canadian History and the Archives of Ontario.

• Women Rise Up: Feminist Activism in Canada in the 1970s and 1980s. This is an online digital history project.

Several of these York University-based initiatives are currently providing placement opportunities for students in History 4840: Public History. The Certificate program will build upon these existing partnerships in securing enriching placement experiences for its students. The expansive view of public history demonstrated by these initiatives
creates possibilities for future curriculum development drawing upon the expertise of the wider York community.

The Certificate in Public History connects directly with the objectives set down in the University Academic Plan and the Provostial White Paper for a more “engaged” university. It will significantly expand the range of experiential options for students studying History and Visual Art and Art History at York University.

3. Need and Demand

3.1 Like all certificates offered at York, the proposed Certificate in Public History offers a distilled, intensive engagement with the expertise available among faculty in relevant departments. Like some others (such as language programs), it focuses on building students’ skills in the practical application of knowledge. Unlike many certificates, it takes students into a creative relationship with organizations and institutions outside the university and exposes them to possible employment experiences after graduation.

3.2 Public (and Applied) History programs have proliferated across North America, including at Carleton, Concordia, Ryerson, Western universities, and most recently the University of Victoria, and have proved popular with students. At York the LA&PS and Glendon History departments have launched 4000-level Public History seminars, and the LA&PS public history course filled up quickly. The Glendon course, offered for the first time in 2015-16, is smaller, because it is offered in French, but, like the LA&PS course, it has received an enthusiastic response from the students who value the practical experiences offered. For the past five years, members of the LA&PS History Department have also devoted considerable energy to meeting with staff of museums, historical sites, archives, and other heritage organizations, and have learned that there is a great interest in involving our students in their programs. In LA&PS and at Glendon, students have had the opportunity to meet in class a range of experts from different historical and cultural institutions who have answered wholeheartedly to the opportunity to connect and network with students.

The placement component of the LA&PS Public History seminar (a twelve-week, 120-hour placement in the second term) has been highly successful and rewarding for both history students and the organizations who welcomed them. The knowledge of public history gained in various department courses gives History students an extra advantage in the job market after graduation. The AMPD courses with placement components have had a similar experience. Glendon offers courses in French. This provides an added bonus to students in this field in which some of the larger hiring institutions regularly require bilingual French-English content.

3.3 We propose to initiate the program in the 2018-19 academic year. Our projected intake is 18 students, reflecting the maximum enrollment for the capstone Public History seminar (for which certificate students will receive priority enrollment). Glendon’s capstone equivalent (GL/HIST 4310) will also accommodate certificate students, providing some flexibility for program enrollment; the instructor plans to offer the course in French and English in alternating years. The steady-state enrollment for the two-year certificate program will be 36 students. These enrollment figures reflect the existing faculty resources of participating programs in LA&PS, Glendon, and AMPD, and the
additional resource requirements of recruiting and retaining student placement opportunities.

4. Curriculum, Structure and Learning Outcomes

4.1 To receive the Certificate in Public History, students will be required to complete at least 24 credits from the courses listed below. Nine of those credits will be required. These required courses include the six-credit capstone course in Public History:

AP/HIST 4840 6.0 Public History

OR

GL/HIST 4310 6.0 (FR/EN) Histoire vivante: créer l'histoire publique du grand Toronto/ Living History: Creating Public History for the Greater Toronto Area

As the capstone course for the certificate, these courses examine the forms, goals, and practices of making history in museums, archives, historic sites, and other institutions of public history. They combine analytical study with a 12-week placement at a public-history site in the second term.

An additional three units will be selected from one of the following two courses (or any equivalent courses* as approved by the certificate committee and through the curriculum approval process, as defined by the collegial governance bodies):

FA/ARTH 3610 3.0 Art Institutions/Art Networks: Introduction to Museums, Galleries and Visual Art Organizations

OR

FA/ARTH 3611 3.0 Curatorial Studies: Practices of Display

*The proponents are developing a directed reading course to accommodate those Glendon students who would have difficulty completing the required AMPD course in English.

The remaining fifteen units will be chosen from a list of designated courses. Of these, students must take a minimum of three units in AMPD (FA/VISA or FA/ARTH) and a minimum of six units in LA&PS or Glendon History courses (in addition to the required AP/HIST 4840 6.0 or GL/HIST 4310 6.0).

Learning outcomes of the certificate program are:

- an appreciation of the process of constructing memory and commemorating the past;

- an understanding of the theories, methods, and practices in the production and presentation of history and art in non-academic settings; and

- the development of skills in working with textual, visual, oral, and other sensory modes of communication and education in historical knowledge (including
exhibitions, oral history, film, performances, websites, plaques, walking tours, archaeology).

The optional courses give students the opportunity to grasp the use of particular applications of public-history practices in local and international contexts, to explore the process of constructing memory and commemorating the past, and to develop skills in communicating historical knowledge.

The compulsory 3000-level Art History course options introduce students to the role of museums, galleries, and visual art organizations in contemporary society, and to a range of methodologies used in developing exhibitions.

The compulsory 4000-level Public History seminar presents both in-depth study of public-history theory and methodology and a placement in a public-history site where a student engages in a project with staff in an organization, institution, or university-based research project with public history outcomes. In some circumstances, students will be invited to participate in community-based research projects coordinated by the course instructor, in lieu of institutional placements. This is especially true for French-language students based at Glendon, as French-language placements are more difficult to arrange in the Greater Toronto Area.

4.2 Assignments in the certificate courses direct students to the understanding and skill development envisioned as the learning outcomes: examining artefacts, conducting interviews, creating websites, curating exhibitions, researching walking tours, organizing archival materials, critiquing films, and more.

4.3 Courses:

Criteria for inclusion for certificate credit of the following courses is based on their correspondence with the learning outcomes outlined in 4.1 above. Courses must demonstrate adherence to at least one of the three stated learning outcomes, and incorporate public history elements into course content and assignments.

Required courses for all certificate students (description is for the public history mini-calendar):

One of the following two courses:

**AP/HIST 4840 6.0 Public History**
This course examines the forms, goals, and practices of making history in museums, archives, historic sites, and other institutions of public history. It enables students to learn the meaning and methods in the production of memory and introduces them to the practical skills for the public presentation of historical knowledge. The course combines analytical study with a part-time placement in a public-history site.

OR

**GL/HIST 4310 6.0 (FR/EN) Histoire vivante: créer l’histoire publique du grand Toronto/Living History: Creating Public History for the Greater Toronto Area**
This experiential course explores the approaches, methods, and practices of public history within the framework of Canadian memory. The class visits places of public history, receives experts and students construct a commemoration of the past of Greater Toronto. This course is taught in French and English in alternating years.

And one of the following two courses (or any equivalent courses as approved by the certificate committee and through the curriculum approval process, as defined by the collegial governance bodies):

**FA/ARTH 3610 3.0 Art Institutions/Art Networks: Introduction to Museums, Galleries and Visual Art Organizations**
The primary objective of this course is to establish critical awareness of the role art institutions (fine art museums / art galleries / artist-run centres) and art networks (associations / collectives) play in society, including widespread efforts today to embrace multiple identities and art practices.

OR

**FA/ARTH 3611 3.0 Curatorial Studies: Practices of Display**
This course examines the medium of exhibition, particularly how the placement of artifacts creates specific aesthetic, semiotic and ideological contexts. It provides participants with a comprehensive overview of how exhibitions are formulated and presented, to develop a critical understanding of the specificities of exhibition discourse, and to introduce a range of methodologies used in developing exhibitions.

*Designated courses for certificate completion:*

**AP/HIST 1040 6.0 The Presence of the Past: Commemoration, Memorials, and Popular Uses of History**
This course focuses on the problem of memory and history, and especially on the ways historical interpretations are negotiated through commemorations, monuments, museums, historical reenactment, living history sites, film, and other locations constituting access points to history for the general public.

**AP/HIST 2150 6.0 Classical Greek and Roman Archaeology: An Introduction**
This course examines both the historical development and current practice of the archaeology of the ancient Greek and Roman worlds, and specifically the ways in which contemporary concerns, political and academic, have shaped the discovery, treatment and presentation of the ancient remains since the Renaissance. Students receive an introduction to different types of ancient artefacts and methods of archaeological practice, and participate in a study session in artifact analysis at the Royal Ontario Museum.

**AP/HIST 3356 3.0 Greeks in the World. Greek Migration and Diaspora in the 20th century**
This online course examines the history of migration from Greece to North and South America, Australia, Africa and Europe from the late 19th century to the present, drawing
comparisons with other diaspora immigrant groups in North America and Toronto. Students will complete a digital history project with archival sources for the study of Greek immigration to Toronto or the history of other immigrant communities.

**AP/HIST 3392 3.0 The Spanish Civil War**
This course allows us to explore a number of issues that remain relevant in our own times: changing gender roles, the role of religion in society, the use of propaganda, political violence, the legitimacy of intervening in the affairs of another country, and the importance of historical memory. How to remember the Spanish Civil War has been a major topic of public debate in Spain for the last fifteen years and there are two weeks in which these questions are discussed.

**AP/HIST 3535 6.0 African Canadian History**
This course examines the history of African-Canadians from colonial contact in the 17th century through to the post-Second World War migrations from Africa and the Caribbean. The course adds to the historical and historiographical development of African Canadian History by engaging members of the community through a variety of means, including the production of oral histories.

**AP/HIST 3546 6.0 History of Aboriginal Peoples in Canada**
This course examines the history of Aboriginal peoples within the area known today as Canada, from "time immemorial" to the postwar period. Students gain an appreciation for the process of constructing memory in indigenous oral tradition and settler historical memory; they have the option to incorporate public history components into their final projects or essays.

**AP/HIST 3622 3.0 The US Civil War in American History and Public Memory**
In exploring the history and memory of the U.S. Civil War, this single term course will use the conflict as a lens through which to view the evolving American zeitgeist. We will investigate how historians have debated the causes of the Civil War and why, at various times, they have emphasized political, economic, social or cultural motivations. And we will investigate history of Reconstruction, its aftermath, and the enduring memory of the Civil War in American culture.

**AP/HIST 3840 6.0 The History of Global Cities in the Nineteenth and Twentieth Centuries**
Cities are the social, political and economic engines of their countries. In this course we will compare Toronto with other cities across the world to explore how urban centers developed and changed over the nineteenth and twentieth centuries, with a special focus on lived experiences and the built environment, including sanitation systems, architecture, cultural institutions, housing and industrial development. As part of this course, students will work in the Toronto and Ontario archives, as well as conduct oral interviews, to complete an assignment that will introduce the public, via the creation of a class website, to the history of a major institution or monument in the city.

**AP/HIST 3874 3.0 Food in the Americas**
This course examines the history of the production, distribution, preparation and consumption of foods such as pizza, donuts, pineapples, tacos, coffee and graham crackers as a way to understand historical patterns such as the European conquest of the Americas, African slavery, nineteenth- and twentieth-century Asian and European migrations, the growth of cities, the development of nation-states, and shifting gender roles. Public history elements include walking tours and other forms of community engagement; students have the option to incorporate public history components into course assignments.

**AP/HIST 4xxx 6.0 History of Me: The Genealogy Workshop (pending approval)**
This hands-on workshop offers the opportunity to explore and learn the facts, choices, limitations and opportunities of one or more of each student’s parent, grandparent or great grandparent through oral history, examination of the "basement archive," and through electronic genealogical research. Students' final deliverable for the course will include a public (or familial) presentation of findings.

**AP/HIST 4xxx 6.0 War, Sex and Drink: Modern Britain in the Archives (pending approval)**
This course uses digital archives to analyze the historical experience of Britain from the 1880s to the 1980s. Topics covered include popular culture in late Victorian London, urban poverty, the First World War, working-class culture between the wars, sexual attitudes in the 1940s, the Second World War, the British empire, youth and popular culture in the 1960s, women’s liberation and the Thatcher years. Students will contribute their collaborative and individual research to a publicly-accessible course website featuring blog-posts, short examinations of particular images or documents or in some cases digital audio and video recordings or audio podcasts.

**AP/HIST 4054: 6.0 Slavery, the Underground Railroad and Resistance: Ontario's African Canadian Past before 1918**
This course explores the many ways people of African descent contributed to building the Province of Ontario. By piecing together clues from such sources as archival documents, archaeological site reports and material culture, coupled with critical analysis of secondary sources, students learn to identify, analyze, interpret and share through on-line publication previously undiscovered evidence for Ontario's rich African-Canadian heritage.

**AP/HIST 4065 6.0 Indigenous Histories**
This course explores recent historiographical debates in the field of U.S. Indigenous history with special focus on the American West. It introduces students to various historical methodologies for working with Indigenous peoples, including the use of ethnohistorical methodologies, Indigenous literatures, oral histories, and individual biographies, and the ethics of conducting research with Indigenous peoples.

**AP/HIST 4082 6.0 Re-framing the Past: Films as History**
How do film-makers handle the past? How does their treatment differ from that of the historian, whether by presentation, inspiration or interpretation? This course explores these issues within the time-frame of the democratic revolutions of the 18th century.
AP/HIST 4085 6.0 Digital History
This course introduces students to both the theoretical and practical effects of digital technologies on historical scholarship and public history. Digital technologies have transformed the ways that historians conduct their research, access sources, analyze documents, and communicate research findings. Students gain practical knowledge of how to take advantage of such digital tools for historical scholarship and public history.

AP/HIST 4530 6.0 Development of Toronto
Students in this course will explore the history of Toronto from its Aboriginal origins to its resettlement by European peoples to its subsequent industrial development. This research seminar will offer students the opportunity to conduct original primary source research on the history of Toronto and engage in the development of public history projects, making use of local archives and museums.

AP/HIST 4581 6.0 Worry and Wonder: Jewish Politics, Society and Religion in Canada.
This public history seminar explores the origins, development and paradoxes of the Canadian Jewish community from its inception in the 18th century to the present. Students will learn to conduct original archival research on topics of their own choosing, and their final papers, podcasts, videos or exhibitions will be published on the Ontario Jewish Archives website.

AP/HIST 4800 6.0 The Science of Society: Social Thought in North America, 1890-1940
This course deals with the wide array of individuals and institutions who wrestled with the impact of social, economic, and political change in the years between 1890 and 1940 and tried to devise new ideas about society and human motivation. The public history dimension of the course lies in its treatment of the ways in which these individuals and institutions analyzed and theorized social change and attempted to popularize their assessments and remedies to the public; considerable attention is given to memory and commemoration, representations of difference, and the marketing of knowledge.

FA/ARTH 2800B/3800B (6.0) Rome: Open City / Roma: città aperta
This summer studies abroad course unpacks the city of Rome—its urban history, structure, and multi-faceted culture—through the arts, architecture, and design. To understand how these forms of expression have both shaped and reflected the city’s public profile, we initially approach it through its rioni (neighbourhoods) and quartieri (quarters) and then consider it in relation to what is known as the three Romes: Pagan, Christian, and Modern/Fascist. We also track the ways in which Rome has staged itself for public consumption in the past and consider how the city today responds to its history through contemporary arts projects, often in the context of municipal cultural initiatives.

FA/ARTH 3400 3.0 Cabinets of Curiosities: Collecting, Display, Systems of Knowledge
This course begins with the concept and construction of the encyclopaedic cabinet of curiosities, a later Renaissance invention in which “precious” objects from the natural and artificial worlds are classified, preserved, and displayed to present private and public “histories” of the world. A forerunner of the modern museum, the cabinet of curiosities offers an examination of a range of social-political-cultural issues associated these histories that are then revisited and/or critiqued in contemporary cabinets including artists’ installations and website constructions.

**FA/ARTH 3680 3.0 Jewish Museums, Identity, and Public Memory**
This course explores the theory and practice of the exhibition experience in contemporary Jewish museums. It examines how these cultural institutions shape public memory, social identity, and collective history.

**FA/ARTH 3710 6.0 Memory and Place**
How do places contribute to shaping memory? What is it about objects, art and architecture, for example, that seem to “capture” memory? Why are certain places meaningful and others less so? This course explores objects and ideas all the while embedded in history to better formulate a notion of the power of place and its relationship to memory.

**FA/ARTH 4310 3.0 Art Criticism: Principles and Practice**
This course examines the principles of art criticism through exploration of questions asked and answered by critics, and assumptions they make, whether implicit or explicit. By the end of the course, students will have developed an understanding of the history, theory, and practice of art criticism.

**FA/ARTH 4340 3.0 Monumentality and Community in Modern Asia**
This course provides a critical understanding of concepts and practices of modern monumentality. It explores cases of monuments, memorials, exhibitions and masse gatherings and parades in modern Asia and beyond and discusses issues of the disciplinary state, the formation of community and memory politics.

**FA/ARTH 4400 3.0 The Sensorium**
This course considers the five “classical” senses (offering the potential to see, hear, smell, taste, and touch), our embodied and kinaesthetic experience of them, and their impact on the production and reception of the arts from among a range of historical, cultural, phenomenological, physiological, and psychological perspectives. It surveys various hierarchies of the senses (both expanded and reduced in number), considers sensory experience as a means to knowledge, attends to the “problem” of sight, historically privileged among the senses within the Western tradition, and explores current debates on the nature of sensory experience in the context of the virtual environment.

**FA/ARTH 4610 3.0 Senses in Art**
This course examines the senses in the experience and production of art, with an emphasis on the senses beyond vision -- taste, touch, smell, and hearing - in art and aesthetic experience. It considers the regime of visuality and the hierarchy of the senses,
the allegorical representation of the senses in art history, and the emergent activation of 
the non-visual senses in contemporary art practice.

**FA/ARTH 4640A 3.0 Art, History, and the Archive**
This course explores theoretical and historical use of archives as containers of memory, 
authorized histories, and secret passions. Truth and lies, fact and fiction; the archive has 
served as a source of evidence and historical authority for art historians, artists and a 
variety of researchers in visual culture studies. It aims to examine “the archive” as a site 
of conflict that unsettles senses of self and history as continuous and already complete. 
Students examine conceptual, institutional, informal, and individual archives to develop 
questions about, strategies for, and an understanding of archives and “the archive” for a 
variety of purposes: research, methodological design, creative interaction, and theories 
of knowing and remembering.

**FA/ARTH 4720 3.0 Canadian Architecture, 1800-1870**
This course examines the theory, structure, form, function, iconography and 
development of architecture in Canada from 1800 to 1870. Emphasis is placed on 
architectural-historical methodologies and on skills necessary for original research into 
specific buildings and/or architects. A walking tour of Toronto is an integral part of this 
course.

**FA/ARTH 4720G 3.0 Canadian Architecture, 1870-1900**
This course examines the theory, structure, form, function, iconography and 
development of architecture in Canada from 1870 to 1900. Chronological and thematic 
approaches are used. Emphasis is placed on architectural-historical methodologies and 
on skills necessary for original research into specific buildings and/or architects. Student 
projects are designed to hone these research skills. A walking tour of Toronto is an 
integral part of this course.

**A/ARTH 4800 3.0 Art of the Arctic**
This course examines various contemporary, modern and traditional Inuit and First 
Peoples’ creative practices of the northern circumpolar region including video, new 
media and television, sculpture, printmaking, material culture and oral tradition.

**GL/DRST 3210 3.0 (EN): Theatre Performance Outdoor**
The course examines the theoretical and practical questions involved in the staging of 
outdoor performances. The course has two components: one practical, and one 
theoretical. The academic part of the course is dedicated to deepening and solidifying 
thatarchical and historical knowledge about open air performance traditions through 
readings, discussions, and essay writing. The other component is an open air production 
on the Glendon campus.

**GL/DRST 3632 3.0 (EN): Indigenous Drama and Theatre**
A study of the development of indigenous drama and theatre in Canada from the 1980s 
to the present, this course combines textual analysis, critical theory, and theatre history 
while also paying attention to staging and performance practices. By blending 
experiential components with an ongoing critical discussion of dramatic texts in their
cultural and theoretical contexts, this course provides students with a literary and theatrical understanding of various indigenous plays.

GL/HIST 3242 3.0 (FR/EN): Memory and public history/Mémoire et histoire publique
This course explores memory of the past and public history. It examines the construction of collective identities through historical events and processes and the conflicts that emerge with different interpretations of past. Students analyse the mechanisms of production and consumption of the past. This course is taught in English and French in alternating years.

GL/HIST 3425 6.0 (EN) Food: A Social and Cultural Journey
This course explores the cultural history of food. The scope is global, covering African, American, Asian and European civilizations and focussing on the relationship between foodstuffs, culture, and technology. Students will actively analyse their modern consumption habits via historical pathways.

GL/HIST/HUMA 3601 3.0 (FR) Cinéma et photographie en histoire du 20e siècle
This course explores the contribution of cinematographic and photographic sources to 20th century history. It develops a critical methodology for the uses of this documentary and historical visual heritage which will be technologically, socially, politically and culturally contextualised. Analysis of visual sources as sources or representations of history will lead to panel discussions on the uses of these sources as cultural practices on a range of platforms. This course is taught in French.

GL/HIST 3700 3.0 (EN): World War I
This course examines the cataclysmic events of World War I, assessing the political, economic, social, and cultural responses to the fighting. Topics covered include: the theatres of war and home fronts, the global conflict, and the memory of the war. Students examine an aspect of memory and the war in their first assignment.

GL/SP 4701 3.0 (SP) Hispanic Cultural Heritage and its Interactions in the GTA
Through the writing of the life narrative of Hispanic informants living in the GTA, this course examines how individuals negotiate different cultural traditions at play in their lives. It combines an in-class component and a field (ethnographic) component. The students are first introduced to the concept of life narrative and its methodologies. Then, students conceive and carry on individual ethnographic projects in the GTA consisting of interviews and observation of a participant individually chosen. This course is taught mostly in Spanish, although the textbook is in English. Non-Hispanic-Studies students can do their work either in English or French.

HUMA 4156 6.0/3.0 Culture in Objects: The Humanities and Material Culture
How do three-dimensional objects or artefacts – that is, matter that has been crafted or worked on by humans - embody, transmit and transform intangible aspects of culture, such as values, knowledge, or history? Over the term, students will develop intensive case studies of an object of their choice, gaining experience with the theories and
practices of material culture studies and placing their work within the context of changing ideas of the museum, the collection, the connoisseur and materiality itself.

**SOSC 3115M 3.0 Special Topics in Health & Society: Mental Health Practice**

This blended online/in-class course employs historical sources and contemporary commentary to teach Health & Society and History students about the paradigm shift of psychiatric deinstitutionalization in Canada and its legacies of policy, practice and collective memory. Using public history content from the *History in Practice: Community-Informed Mental Health Curriculum* website [http://historyinpractice.ca/en](http://historyinpractice.ca/en), the course will engage students in an ongoing conversation regarding the merit and use of historical and contemporary sources created by 'health experts' versus those produced by 'community experts' - people who have received mental health services - teaching students how to work with the written, cinemagraphic, and artistic testimonies of people who live in a deinstitutionalized mental health system.

### 4.4 Modes of Delivery

The modes of delivery of these courses vary, but include some combination of classroom instruction (lecture/tutorial or seminar), digital skills development, and hands-on engagement with historical artifacts and materials in public-history sites (such as museums, archives, historical societies, galleries, archaeological sites) on and off campus.

### 5. Admission Requirements

5.1 The Certificate is open to all students who have been admitted to an undergraduate program at York University. The program is intended for senior undergraduates, and they will therefore apply for admission at the end of their second year or after completing 54 credits. Students may also apply for the certificate in their third or fourth years, incorporating completed credits in eligible courses.

The LA&PS History Public History committee, a standing committee that reports to the Department of History Council, will make decisions regarding admissions and course selection in collaboration with representatives from Glendon and AMPD. Applicants will be evaluated based upon GPA and a required letter of application.

### 6. Resources

#### 6.1 Faculty Resources

The LA&PS Department of History has many faculty members who have undertaken public-history projects of various kinds. In 2014-15 the department also recruited a new colleague (Jennifer Bonnell) with specific expertise in this field and with responsibility to teach courses on Public History. The Glendon Department of History has also recently filled a new tenure-stream position with a faculty member (Audrey Pyée) who has expertise in public history. The certificate program will also draw upon the expertise of historians working in the LA&PS Departments of Humanities and Social Science.
Participating faculty members from AMPD’s Visual Art and Art History (VAAH) will contribute interdisciplinary expertise in the areas of fine and popular arts, archives and collections, museological constructions of memory and identity, and arts writing, criticism and economies.

Those who will teach in the new certificate program include the following:

Dan Adler (AMPD Visual Art and Art History)
Katharine Anderson (LA&PS Humanities)
Jennifer Bonnell (LA&PS History)
Stephen Brooke (LA&PS History)
Boyd Cothran (LA&PS History)
Megan Davies (LA&PS Social Science)
Jennifer Fisher (AMPD Visual Art and Art History)
Sakis Gekas (LA&PS History)
Shelley Hornstein (AMPD Visual Art and Art History)
Anna Hudson (AMPD Visual Art and Art History)
Michele Johnson (LA&PS History)
Hong Kal (AMPD Visual Art and Art History)
Sean Kheraj (LA&PS History)
David Koffman (LA&PS History)
Leslie Korrick (AMPD Visual Art and Art History)
Suzanne Langlois (Glendon History)
Deborah Neill (LA&PS History)
Sarah Parsons (AMPD Visual Art and Art History)
Audrey Pyée (Glendon History)
Adrian Shubert (LA&PS History)
Marlene Shore (LA&PS History)
Malcolm Thurlby (AMPD Visual Art and Art History)
Alejandro Zamora (Glendon Hispanic Studies/Spanish)

Unit 2 instructors in LA&PS History, Glendon History, and VAAH will also teach in the program.

Special consideration for faculty resources must be made in the case of the fourth-year capstone course in Public History (History 4840) which will be offered annually. The Department’s new public history hire, Jennifer Bonnell, is currently teaching the course. Sean Kheraj (LA&PS History) will act as an alternate for Bonnell, teaching the course in her absence. Audrey Pyée (Glendon History) can also accommodate LA&PS and AMPD students in the English-language version of GL/HIST 4310, which she will schedule for Bonnell’s sabbatical years.

6.1.2. Administrative Resources

Administrative resources from LA&PS, Glendon, and AMPD will provide critical supports for the Certificate program. Experiential education coordinators at Glendon and AMPD will provide support in recruiting placement sites and managing placement
administration. The LA&PS Experiential Education Program Coordinator (Office of the Dean, Teaching & Learning) will support placement administration and event coordination.

6.2 Laboratory facilities

Most courses within the certificate program will not require students to access any special equipment on the York campus beyond what is available in libraries, archives, and computer labs. Courses with a digital tools education component, such as AP/HIST 4085 Digital History, will make use of LA&PS computer labs in the Dahdaleh Building. Lab facilities in AMPD, such as the Alice Lab for Computational Worldmaking and the Digital Dramaturgy Lab, may play a role in student projects as the program develops.

6.3 Space

Students in the certificate program will not require any additional space beyond normal York classrooms with internet connections, and for specialized courses, the computer-lab facilities described above.

7. Support Statements

- Dean
- Provost
- Librarian
- Registrar
- Other Faculties
- Professional associations, government agencies, or policy bodies on the need/demand for the proposed certificate

Appendix A: Calendar copy
Attachments: Letters of support
Appendix A: Calendar Copy

Cross-Disciplinary Certificate in Public History – Certificate Requirements

Department of History

York University students may earn a Cross-Disciplinary Certificate in Public History concurrent with fulfillment of the requirements for a bachelor’s degree. The Cross-Disciplinary Certificate provides students with an introduction to the theory, methods, and practice of work in historical, heritage, and cultural institutions, and a critical understanding of the production and presentation of historical knowledge for public audiences.

The Certificate is open to students who have been admitted to an undergraduate program at York University. Students beginning this certificate must have completed 54 credits or the equivalent of university education. Students may apply for admission at the end of their second year (after completing 54 credits) or in their third or fourth years, incorporating completed credits in eligible courses.

To qualify for the Cross-Disciplinary Certificate in Public History, students must complete 24 credits from a list of approved courses.

Course requirements for the cross-disciplinary certificate are as follows:

- AP/HIST 4840 6.00 or GL/HIST 4310 6.0
- FA/ARTH 3610 3.0 or FA/ARTH 3611 3.0 (or any equivalent courses as approved by the certificate committee and through the curriculum approval process, as defined by the collegial governance bodies)
- 15 additional credits from a list of designated courses, including a minimum of 3 credits in AMPD (FA/VISA or FA/ARTH) and a minimum of 6 units in LA&PS or Glendon History (in addition to the required AP/HIST 4840 6.0 or GL/HIST 4310 6.0 and FA/ARTH 3610 3.0 or FA/ARTH 3611 3.0);

For a comprehensive list of all approved courses, please check the Department of History website.

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 5.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Additional information is available in the Department of History, 2140 Vari Hall, 416-736-5123.
Memo

To: Professor Craig Heron

From: Alice Pitt, Vice-Provost Academic

Date: April 25, 2017

Subject: Certificate of Public History in LA&PS

On behalf of the Provost and Vice President Academic, I am delighted to support the Public History Certificate proposal, a collaboration among Glendon’s and LA&PS’ History Departments and AMPD’s Department of Visual Art and Art History.

The proposal identifies a potential audience and documents the interest among students for the courses currently offered and for similar programs at other universities. Designed “to give students a structured introduction to the theory, methods, and practice of work in historical, heritage, and cultural institutions outside universities,” its objectives are clear and compelling, and the learning outcomes are well-conceived.

The proposal identifies several ongoing projects at York that are well-grounded in the principles and practices of public, or applied, history, and recent appointments in LA&PS and at Glendon provide additional expertise in the methods and conceptual frameworks to ensure strong oversight of the academic quality of the program. The associated faculty members have well-established relevant community connections, and new partnerships have been developed under the leadership of the two recent appointments. Similarly, the AMPD courses are well-established and professionally-connected.

The placement component, while ambitious, represents an ideal experiential education opportunity with effective design to maximize the mutual benefit of students and community partners and to ensure the achievement of the learning outcomes. Faculty level resources for experiential education in LA&PS, AMPD and at Glendon are in place.

The proposal advances the University Academic Plan to enhance student experience, realize the University’s priority in experiential education, advance the University’s research profile, and create innovative high quality academic programs. The resource requirements for the successful implementation of the programs have been clearly described and are in place.
Professor Brandon Vickerd  
Chair, Department of Visual Art and Art History  
Faculty of Fine Arts, York University  
4700 Keele St. Toronto, ON, M3P 1P3  
416.805.2092     bvickerd@yorku.ca

May 23, 2017

RE: Public History Certificate

To Whom it May Concern

I am writing this letter to state my full support of the proposed Public History Certificate. The proposed certificate presents an innovative, cross-faculty collaboration that provides students with a structured and rigorous introduction to the theory, methods, and practice of working in historical, and cultural institutions. It is evident from the proposal that the structure and design of the proposed program fosters critical understanding of the production and presentation of academic research for a larger, non-academic audience.

The proposed certificate is innovative in that it builds on the range of expertise currently existing in the LAPS and Glendon Departments of History and in the Department of Visual Art and Art History, and in this way, connects directly with the objectives of York’s University Academic Plan and the Provostial White Paper. I have no doubt that this program will foster a more engaged and critical undergraduate student, who understands the necessity of an interdisciplinary understanding of history.

As Chair of the Department of Visual Arts and Art History, I have participated in a number of consultations during the development of this proposal, and I can confirm that any and all concerns of faculty were addressed and discussed at length.

I look forward to the implementation of this new program.

Sincerely,

Brandon Vickerd
Professor Brandon Vickerd
April 24, 2017

Dr. Jennifer Bonnell
Department of History
York University

Dear Dr. Bonnell:

The Department of Humanities is pleased to support the proposal for a new undergraduate Certificate in Public History, put forward by the Department of History in LA&PS in collaboration with Glendon College and the Department of Visual Arts and Art History in AMPD.

The Department of Humanities also supports the inclusion of AP/HUMA 4156 6.0/3.0, Culture in Objects: The Humanities and Material Culture as an elective course in the Certificate’s offerings.

Sincerely,

[Signature]

Andrea A. Davis, PhD
Chair, Department of Humanities
To: Jonathan Edmondson, Professor and Chair, Department of History
   Jennifer Bonnell, Assistant Professor, Department of History

CC: Megan Davies, Coordinator, Health & Society, Department of Social Science

From: Amanda Glasbeek, Chair, Department of Social Science

Re: Proposed Undergraduate Certificate in Public History – Request for Support Statement

Date: April 3, 2017

The Department of History in the Faculty of Liberal Arts and Professional Studies is proposing to launch a concurrent Certificate in Public History for undergraduate students in collaboration with Glendon College and the Department of Visual Art and Art History in the School of Arts, Media, Performance, and Design. In this process, the Department of History has consulted with the Department of Social Science and, specifically, requested permission to include AP/SOSC 3115M 3.0 “Special Topics in Health and Society: Mental Health Practice” as an elective course for students pursuing this certificate.

The Department of Social Science, and the Health and Society Program (HESO) in particular, support this request, with the caveat that, currently, AP/SOSC 3115M is listed as a “special topics” course that may not be offered every year. HESO is currently in the process of making curricular changes such that this course will be changed from a “special topics” to a permanent course but, as of this date, this change has not been made. Nonetheless, in either form, the Department of Social Science would be pleased to have this course listed as an elective in the proposed Undergraduate Certificate in Public History.

Please let me know if you need any additional information, by emailing me at aglasbee@yorku.ca.
April 21, 2017

Chair
Faculty Council
Glendon College

Dear Chair,

I am pleased to support the proposal to establish a Certificate in Public History, jointly launched by Glendon College, the Faculty of Liberal Arts and Professional Studies and the Faculty of Arts, Media, Performance and Design.

This certificate will contribute significantly to the University’s and to Glendon’s experiential offerings, which has been identified as a priority in our institution’s strategic plans, both at the University and the Faculty level.

It is understood that this Certificate will make use of existing resources, building on expertise and courses already offered in the three collaborating faculties.

I wish great success to the Certificate in Public History.

Sincerely,

Donald Ipperciel
Principal
27 April, 2017

Prof. Jonathan Edmondsdon, Chair
History Department
Faculty of Liberal Arts and Professional Studies
York University

Subject: Letter of support for the creation of a new certificate program in public history

Dear Professor Edmondsdon,

I am writing in my capacity as Drama Studies Program Coordinator at Glendon College to support the creation of a new certificate in public history for undergraduate students by the Department of History in the Faculty of Liberal Arts and Professional Studies in collaboration with Glendon College and the Department of Visual Art and Art History in AMPD. This certificate, which fulfills the mandate of a liberal arts faculty and meets a growing demand for experiential learning, proposes to teach valuable knowledge and skills to our students that are applicable within and outside of academia.

The Drama Studies Program will gladly share its expertise in theatre history, theory, and practice through two courses, namely GL/DRST 3210 (EN) Theatre Performance Outdoors and GL/DRST 3632 (EN) Indigenous Drama and Theatre. Both courses have an interdisciplinary and multicultural focus; they explore a wide variety of performance practices (from walking tours to political rallies and living history museums) and situate them within the historical contexts that produced them; they develop skills in sharing histories through the arts; and they critically analyze how historical knowledge is produced and passed on through performance. Both courses have experiential components and build bridges between the classroom and the community.

A new certificate program in public history will no doubt be beneficial to students on both campuses, including Drama Studies students, many of whom aspire to become teachers and other creative agents within their community.

Sincerely,

Gabrielle Houle, PhD
Drama Studies Program Coordinator
Glendon College/ Collège universitaire Glendon
York Hall 189
DRSTcoord@glendon.yorku.ca
Toronto, April 5, 2017

Professor Jonathan Edmondson  
Chair of the Department of History  
Faculty of Liberal Arts and Professional Studies  
York University

Dear Professor Edmondson,

The Department of Hispanic Studies at Glendon fully supports the proposal of the Certificate in Public History put forward by your Department in collaboration with Glendon College and the Department of Visual Art and Art History in the School of the Arts, Media, Performance, and Design.

This is a very interesting proposal for a most needed cross-disciplinary certificate that allow York students to bridge academia and public audiences as well as institutions and organizations. This certificate proposal is also perfectly aligned with the University Academic Plan 2015-2020, as it will foster excellence in education, enhance interdisciplinarity, and provide the students with research opportunities linked to their communities, environment and experience.

The Department of Hispanic Studies is very glad to contribute to the certificate with its course GL/SP4701 Hispanic cultural traditions in the GTA. A life narrative project. Thank you for considering this course.

I’d like to take this opportunity to thank all the colleagues and people involved in conceiving and drafting this Certificate proposal. It will certainly contribute to the advancement of York University’s mission.

Best regards,

Alejandro Zamora, PhD  
Associate Professor and Chair
Memorandum

To: Dr. Jonathan Edmondson  
Chair, Department of History, Faculty of LA&PS

From: Joy Kirchner, University Librarian

Date: April 7, 2017

Subject: Library Support for the Proposed Undergraduate Certificate in Public History

York University Libraries offer excellent collections, expertise, and services to support the proposed Undergraduate Certificate in Public History within the Department of History, Faculty of Liberal Arts & Professional Studies in collaboration with Glendon College and the Department of Visual Art and Art History in the School of the Arts, Media, Performance, and Design.

We continue to build upon existing excellent support for interdisciplinary areas such as Public History through the acquisition of related journals, monographs, and critical multimedia resources. This collection building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of the Department and the wider York University community.

As Scott notes in his report, liaison librarians and archivists teach students library research methodologies, instruction on qualitative and quantitative data sources, computational analyses using geospatial data, and assistance with primary research materials available online and in the Clara Thomas Archives and Special Collections. Students may also take advantage of our online AskUs chat reference service and the award winning Student Papers and Academic Research Kit (SPARK) which was developed by the Libraries, Writing Department and Learning Skills at York.

In conclusion, York University Libraries are well-positioned to support education and research in Public History. We look forward to continuing our successful partnership with the History Department.

cc: Scott McLaren, Acting History Liaison Librarian  
Adam Taves, Acting Associate University Librarian, Collections and Research
Non-Major Modification Program Changes

1. Program: Juris Doctor, Osgoode Hall Law School

2. Degree Designation: J.D.

3. Type of Modification: Adoption of new degree requirement

4. Effective Date: Fall 2018

5. State what the changes are

It is proposed that a new degree requirement be added to the J.D. program as follows:

1) All graduates of the J.D. program at Osgoode Hall Law School must have completed at least one course that fulfills the Indigenous and Aboriginal Law Requirement (IALR);

2) A course fulfills the IALR when it meets the following criteria:
   a. it is a lecture, seminar, or other for-credit course offering that carries at least three (3) credits;
   b. the course content focusses primarily on Indigenous and Aboriginal legal issues and engages in a substantial way with all three of the following:
      i. Indigenous law (law that stems from Indigenous communities);
      ii. Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people); and
      iii. aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism;

3) The following courses currently in the Osgoode curriculum fulfill the IALR:
   a. Indigenous Peoples and Canadian Law (2110.04, lecture course);
   b. Directed Reading: Indigenous Realities & Perspectives (6001.04, seminar);
   c. Comparative Law: Indigenous Legal Traditions (3040.03, seminar);
   d. Rights and Reconciliation: Indigenous Peoples and Law (3390.03, Perspective Option seminar);
   e. Comparative Law: Indigenous Rights in Four Settler States (3041.03, Perspective Option seminar);

4) A course not listed above can be recommended as fulfilling the IALR by approval of the Associate Dean (Academic) in consultation with the Academic Policy and Planning Committee and with ultimate approval from York Senate. It is Osgoode’s experience that such an application would only be possible when the course instructor is considered knowledgeable in both Aboriginal and Indigenous law.

This degree requirement is designed to be flexible. It does not make a particular course mandatory but rather requires all J.D. students to take one of a “basket” of qualifying course offerings during the J.D. program. The two qualifying seminars listed as “Perspective Option seminars” can be taken in any year of the J.D. program, and the other qualifying courses can be taken in the second or third years of the program. It is envisioned that other courses will be developed that fulfil the requirement. It is not anticipated that supervised research papers...
would fulfill the requirement. Flexibility is a hallmark of the Osgoode Hall Law School J.D. program, which includes no mandatory courses beyond the first year. Every attempt has been made to preserve that flexibility in the design of the IALR.

Formal recognition that another course not listed above fulfills the IALR would come from York Senate on the recommendation of the Associate Dean (Academic) of Osgoode Hall Law School. In determining whether a new course fulfills the requirement, the Associate Dean (Academic) will consult with the Academic Policy and Planning Committee and Osgoode Hall Law School, and both will seek advice as needed from faculty members who have expertise in Indigenous legal issues and from Indigenous students. It is anticipated that new course offerings will be added to the requirement only when the course instructor has the necessary knowledge of both Aboriginal and Indigenous law.

The Programs & Records Office (PRO) at Osgoode Hall Law School will ensure that all students fulfill the IALR by auditing the requirement in the same way the PRO audits the Praxicum and Writing Requirements. The PRO uses an internally-developed IT platform called MyJD, which is an online student record-keeping system. Each academic year, the PRO inputs the list of courses that satisfy each of the degree requirements. MyJD draws from SIS to create a student record of course enrolments, which are matched to the list of courses that satisfy each degree requirement. In this way, the PRO is able to pull a report that indicates which students have met the requirements with which courses. Of course, students will only be eligible to graduate when they have completed all degree requirements, including the IALR. At this point there is no provision for a course fulfilling the IALR to be identified as such on student transcripts.

In accordance with the Academic Rules of Osgoode Hall Law School, a student who fails a course that meets the IALR would be entitled to petition the Grades Review Committee for supplemental examination privileges (Rule E.4.2.2).1

The law school courses that fulfill the IALR would generally be open only to law students. Course offerings within the J.D. program are generally not open to undergraduate students from other faculties unless they are cross-listed with the other faculty or special dispensation is made. The reason for this is that the J.D. level courses are not commensurate with other undergraduate level courses. A graduate student from another faculty may request to enroll in a J.D. course if there is space in the course only with the permission of the student's home faculty. These same rules and guidelines would apply to courses within the IALR basket.

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1 Rule E.4.2.2 is the following:
   a. Supplemental examinations are a privilege which may be granted by the Faculty in special cases. They are not to be considered a regular method of enabling students to complete the requirements of the year.
   b. A student may be permitted to write supplemental examinations only if:
      i. for medical, compassionate or equitable reasons she/he was unable to write, or to demonstrate his/her ability at the regular examinations;
      ii. she/he received a final grade of D+, D, F or DNW; and
      iii. She/he does not qualify for aegrotat standing.
6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes

Osgoode Hall Law School has yet to adopt program learning outcomes for the J.D. program. It is anticipated that a comprehensive set of program learning outcomes will be developed in preparation for the next Cyclical Program Review. University Undergraduate Degree Level Expectations have been adopted for the J.D. program at Osgoode Hall Law School. Therefore, the rationale provided here for the proposed change is rooted in the University Undergraduate Degree Level Expectations, which include:

1) Depth and Breadth of Knowledge
   The JD degree is awarded to students who have demonstrated an ability to:
   1.5 situate the law and legal institutions within their context, for example the social, economic, political, philosophical, historical, moral or cultural contexts

On all of these levels, Indigenous issues form a crucial part of the context in which Canadian law operates. Reconciliation between Indigenous and non-Indigenous people is one of the central challenges facing Canada today. In its 2015 Final Report, the Truth and Reconciliation Commission of Canada (TRC) issued a Call to Action directly to law schools:

28. We Call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Call to Action #28 reflects an understanding that familiarity with the social, political, historical and cultural aspects of Indigenous issues is essential knowledge for J.D. graduates.

The release of the TRC’s Final Report was a watershed moment, bringing greater public awareness than ever before of the colonial oppression that runs throughout the history of Canada. It is significant that the TRC directed one of its Calls to Actions at law schools, and it behooves Osgoode Hall Law School to take the call seriously and respond meaningfully. While the work of the TRC was focussed on Indian Residential Schools, these schools were just one part of a larger system of institutional structures that sought to annihilate Indigenous cultures and reinforce the dominance of the settler society. The law has played and continues to play a central role in imposing colonialism on Indigenous people. A large part of the work of reconciliation will be transforming the colonial legal structures that persist to the present day. The IALR can help equip Osgoode’s J.D. graduates to contribute to these processes of reconciliation and decolonization.

Indigenous people share experiences of disadvantage and discrimination with other racialized communities and cultural minorities living in Canada, but their experience of colonial oppression at the hands of the pre- and post- confederate Canadian state is unique. The fact that Indigenous peoples were living in this territory before the settlers arrived, and that their legal traditions operated in this space before the civil and common law systems were introduced, presents a challenge to the Canadian legal order. The very assertion of Crown sovereignty over this territory is normatively questionable. No law student should graduate
from a Canadian law school – least of all a law school known for its commitment to social justice – without having studied and grappled with these issues.

A key feature of the IALR is that it will expose Osgoode students to Indigenous legal concepts and methods; for example, aspects of Anishinaabe law may be examined. This inclusion of Indigenous law in the core J.D. curriculum will be an important step toward reconciliation because it will demonstrate that the law school understands Indigenous communities as makers and keepers of law. Indigenous scholars have highlighted the importance of including Indigenous law in the law school curriculum. Professor Karen Drake has written that “[r]econciliation requires replacing…colonial policies with recognition of Aboriginal peoples’ right to self-determination, which includes the right to revitalize and implement their own laws and governance systems.”2 Similarly, Professor Jeffery Hewitt has argued that “so long as law schools fail to both weave Indigenous legal orders throughout the curriculum and deeply embed such principles within the institutional structure itself, both the curriculum and the institution continue to support legal myth building that positions the laws of Indigenous peoples as being outside the normative legal framework in Canada.”3 By adopting the IALR, Osgoode can move beyond the colonial idea that the law of the settler society is the only law in Canada. In short, the IALR will help J.D. students achieve an understanding of the social, economic, political, philosophical, historical, moral and cultural contexts in which Canadian law operates.

1) **Depth and Breadth of Knowledge**

The JD degree is awarded to students who have demonstrated an ability to:

1.4 identify and describe international and transnational dimensions of law

The incorporation of Indigenous law into the mandatory J.D. curriculum will advance the ability of J.D. students to identify and describe transnational and comparative dimensions of law. By engaging with Indigenous legal concepts and methods, J.D. students will gain a deeper appreciation of the legal pluralisms that exists within Canada.

The Osgoode curriculum already includes several courses focused on Indigenous issues, and many more that touch on these issues in the context of other topics. A 2017 Faculty Survey on Course Content on Aboriginal Law & Indigenous Legal Traditions revealed that at least 56 individual courses offered at Osgoode touch on either Aboriginal law, defined as the non-Indigenous law that applies to Indigenous peoples, and Indigenous law, which denotes the law that stems from Indigenous communities themselves. However, the survey results also suggest that coverage of these issues occurs mainly in elective courses and is uneven across the curriculum. Thus, many Osgoode students go through the J.D. program with little exposure to Aboriginal legal issues and little or no exposure to Indigenous law. Adopting a degree requirement is the only way to ensure that all Osgoode students engage in a substantial way with these issues, which will ensure that Osgoode’s response to the TRC’s Call to Action is a meaningful one.

At present, all J.D. students at Osgoode are likely to be exposed to certain aspects of Aboriginal law in mandatory first year courses like State and Citizen, which covers Aboriginal

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and treaty rights under s. 35 of the Constitution Act, 1982, and Property Law, which covers Aboriginal title. The overrepresentation of Indigenous peoples in the Canadian criminal justice system is routinely covered in the mandatory first year course in Criminal Law. However, at present there is no place in the mandatory part of the Osgoode curriculum where students are reliably exposed to Indigenous law. One of the strengths of the IALR is that it requires all students to take a course that specifically engages with the laws of Indigenous peoples themselves. In this way, the IALR fills a gap in the Osgoode curriculum and reflects an understanding that Indigenous peoples are not just objects of the operation of the Canadian legal system; rather they have been and continue to be makers and keepers of law.

2) Knowledge of methodologies

The JD degree is awarded to students who have demonstrated an ability to:…

2.1 use the techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues

Aboriginal law is a rich and complex area of Canadian law that has generated statute law including the Indian Act, constitutional doctrine and a large number of important judgments at the Supreme Court of Canada. Study of this area of law will no doubt contribute to students' ability to use legal reasoning and argumentation techniques, including analysis of cases, statutory interpretation, and constitutional interpretation.

6) Autonomy and professional capacity

The JD degree is awarded to students who have demonstrated an ability to:…

6.1 demonstrate behaviour consistent with academic integrity, social responsibility and high professional standards

The expectation that students will be able to demonstrate behaviour consistent with high professional standards will be served by the IALR. In additional to engaging with Indigenous law and Aboriginal law, courses that fulfill the IALR will engage substantially, in accordance with Call to Action #28, with "aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism." Developing the understanding and competency to serve Indigenous clients is an important aspect of professionalism for Canadian law graduates.

The professionalism/practice skills part of the requirement has been written in flexible language to indicate that different courses meeting the IALR may incorporate professionalism and practice skills in a variety of ways. Matters that may be covered under this category include intercultural competency, conflict resolution, human rights and anti-racism, but it is not required that all of these matters be specifically addressed in each course. Intercultural competency refers to the ability to identify differences between one's own worldview and an Indigenous worldview and to begin to understand some fundamental principles within an Indigenous worldview. Conflict resolution and human rights are terms that are well understood in legal education, but may have special significance in connection with Indigenous issues. For instance, Indigenous legal methods include specific approaches to decision-making and dispute resolution, and the United Nations Declaration on Rights of Indigenous Peoples discusses the human rights of Indigenous Peoples specifically. Anti-racism in this context involves countering the assumptions underlying negative stereotypes about Indigenous peoples, and a knowledge base about the history of Indigenous peoples in Canada and the effects of colonization.
In conclusion, the IALR will support several of the University Undergraduate Degree Level Expectations of the J.D. program.

In addition, adopting this new degree requirement will help the law school honour its institutional commitments. The Access Osgoode Strategic Plan 2017-2020 commits Osgoode Hall Law School to advancing five themes and goals, one of which is Reconciliation. The plan reads: “Osgoode will prioritize efforts and initiatives that will make meaningful and lasting contributions as a law school to the larger Canadian imperative of Reconciliation with Indigenous peoples envisioned by the report of the Truth and Reconciliation Commission of Canada.” The Indigenous Framework for York University: A Guide to Action, adopted at the University level in 2017, embraces principles that include “4. Expand Indigenous programming and curricular offerings which explore Indigenous life, cultures, and traditions” and “8. Ensure that the perceptions and experiences of Indigenous community members are reflected in the classroom, on campus and in university life.” Adopting the IALR will advance those principles and the broader goal of reconciliation.

7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives

The way the IALR will support the achievement of the University Undergraduate Degree Level Expectations is explained in the previous section.

8. If relevant, 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

Not applicable.

9. 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

Several members of the full-time faculty at Osgoode Hall Law School have expertise in Aboriginal law and Indigenous law and are available to teach courses that fulfil the IALR. As in other areas of the J.D. curriculum, adjunct faculty are also called upon to teach courses in these areas from time to time. Currently, two sections of the lecture course “Indigenous Peoples and Canadian Law” are being offered during the academic year. Increasing that number of sections to four over the course of the academic year would create enough spaces for all students to fulfil the IALR with that course alone. In addition, several qualifying seminar courses are offered every year, comprising both upper year seminar courses and Perspective Option seminars that may be taken during the first year of the J.D. program. It is envisioned that the number of seminar courses fulfilling the IALR will increase over time to maximize student choice within the basket of IALR courses. A letter from the Dean of Law is attached discussing the resource implications of the IALR.

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

The IALR will only apply to students entering the J.D. program from Fall 2018. Current J.D. students will not be affected.

11. 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 attached.
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<tr>
<td><strong>STUDENTS GRADUATING CLASS OF 2018 (or later) and students admitted into 1st year Fall 2012 or later must meet these degree requirements as found in the Academic Rules of the Student Handbook:</strong></td>
<td><strong>STUDENTS GRADUATING CLASS OF 2021 (or later) and students admitted into 1st year Fall 2012 or later must meet these degree requirements as found in the Academic Rules of the Student Handbook:</strong></td>
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<tr>
<td>1. Successfully complete a minimum of 60 credit hours over second and third years;</td>
<td>1. Successfully complete a minimum of 60 credit hours over second and third years;</td>
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<tr>
<td>2. In each of 2nd and 3rd year, successfully complete a seminar, course or other option satisfying the Upper Year Research &amp; Writing Requirement</td>
<td>2. In each of 2nd and 3rd year, successfully complete a seminar, course or other option satisfying the Upper Year Research &amp; Writing Requirement</td>
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<tr>
<td>3. Complete the 40 hour Osogoode Public Interest Requirement</td>
<td>3. Complete the 40 hour Osogoode Public Interest Requirement</td>
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<tr>
<td>4. Complete a course or seminar that satisfies the Praxicum requirement</td>
<td>4. Complete a course or seminar that satisfies the Praxicum requirement</td>
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<td>6. Complete the Principles of Canadian Administrative Law requirement</td>
<td>6. Complete the Principles of Canadian Administrative Law requirement (only required for graduating class of 2019);</td>
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<tr>
<td>7. Enrol in between 13 and 17 credit hours each term; and</td>
<td>7. Enrol in between 13 and 17 credit hours each term; and</td>
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<tr>
<td>8. May not take more than two seminars per term.</td>
<td>8. May not take more than two seminars per term.</td>
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**Indigenous and Aboriginal Law Requirement**

In response to the Truth & Reconciliation Commission of Canada’s Call to Action #28, each graduating student must learn the tools they need to contribute to the larger societal goal of reconciliation between Indigenous and non-Indigenous people in Canada. Accordingly, each student must complete the IALR.

**Indigenous and Aboriginal Law Requirement (Academic Rule #tbd)**

Each student shall successfully complete at least one course that fulfills the IALR.

1. A course fulfills the IALR when it meets the following criteria:
   a. it is a lecture, seminar, or other for-credit course offering that carries at least three (3) credits;
   b. the course content focusses
primarily on Indigenous and Aboriginal legal issues and engages in a substantial way with all three of the following:

i. Indigenous law (law that stems from Indigenous communities);

ii. Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people); and

iii. aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism;

2. The following courses currently in the Osgoode curriculum fulfill the IALR:

   a. Indigenous Peoples and Canadian Law (2110.04, lecture course);
   b. Directed Reading: Indigenous Realities & Perspectives (6001.04, seminar);
   c. Comparative Law: Indigenous Legal Traditions (3040.03, seminar);
   d. Rights and Reconciliation: Indigenous Peoples and Law (3390.03, Perspective Option seminar);
   e. Comparative Law: Indigenous Rights in Four Settler States (3041.03, Perspective Option seminar);

3. A course not listed above can be recommended as fulfilling the IALR by approval of the Associate Dean (Academic) in consultation with the Academic Policy and Planning Committee and with ultimate approval from York Senate. It is Osgoode’s experience that such an application would only be possible when the course instructor is considered knowledgeable in both Aboriginal and Indigenous law.
February 23, 2018

Senate Committee on Academic Standards, Curriculum and Pedagogy
Attn: Cheryl Underhill, Senior Assistant Secretary
1050 Kaneff Tower
York University
4700 Keele Street
Toronto, ON M3J 1P3

Dear Committee Members:

Re: Indigenous and Aboriginal Law Requirement, J.D. Program at Osgoode Hall Law School

I have been asked to provide details on the resource implications of the proposed Indigenous and Aboriginal Law Requirement, J.D. Program at Osgoode Hall Law School. I confirm that the teaching resources (expertise) and the resources to mount the courses so that every J.D. student would be able to meet the new required element in the J.D. program as described in the Indigenous and Aboriginal Law Requirement, will be assured.

With respect to specific resources, I note the following:

- there are already two sections of "Indigenous Peoples and Canadian Law" and that adding two more sections would, by itself, ensure enough spaces for all students;
- there are currently four seminar courses that meet the requirement (two of which are Perspective Option seminars that can be taken in first year or upper years, and two of which are upper year seminars), and that the plan is to add more seminar options over time;
- Osgoode is creating a full-time Indigenous and Reconciliation Initiatives Coordinator position with Student Services; and
- there are currently three full-time law faculty members with the expertise and ability to teach the lecture course above (Signa Daum Shanks, Andree Boisselle, and Karen Drake), that one cross-appointed law faculty member teaches one of the seminars (Deborah McGregor), and that the law school is developing a pool of adjuncts with expertise in these areas as well
Therefore, we anticipate we will have sufficient resources to adopt this new requirement within the J.D. program.

Sincerely,

Lorne Sossin
Professor and Dean

C: Academic Policy and Planning Committee, Faculty Council, Osgoode Hall Law School
1. Markham Centre Campus Planning

At its meeting of April 19 the Committee received the most recent report on Markham Centre Campus planning developments. The focus fell on the following aspects:

- governance models that have emerged, ranging from programs with coordinators to a possible department to house Science’s Bio-Technology
- curriculum development and timelines for the completion of review and approval processes
- discussions pivoting around topics such as graduate attributes and common curriculum (in the first year, shared courses; at the upper level, possible thematic clusters)
- the active pursuit of partnerships in support of experiential learning and research
- various forms of University-community engagement that are underway, including networking events showcasing program and Faculty plans
- building design and its relationship to academic activities

Program collaboration with Seneca is also at an advanced stage of planning. The Office of the Provost is providing support to the curriculum initiatives.

Provost Philipps will provide Senate with a fuller report later this spring.

2. Forum of Ideas Follow Up

As the Committee reported in March, the well-attended February 15 Forum of Ideas sponsored by APPRC-ASCP proved be informative, stimulating and constructive. Upon recently revisiting the posters prepared for the occasion and the conversations they inspired, the Committee remains persuaded of the enduring value of the event. To that end, the posters, currently housed on APPRC’s Website, will be given greater prominence. They will also be linked to other sites – the Teaching Commons and Quality Assurance – where they will be accessible to those undertaking major curriculum projects. The posters are especially helpful in pointing to motivations, resources available to planners, collegial processes animated, milestones, and measurements.

The forum takes its place in a holistic approach to the University Academic Plan taken by APPRC this year. The event showcased, in compelling narratives, unique York programs. In this sense it is directly linked to our discussions of “incomparable metrics” and the tools available to tell the University’s story in broader, more inclusive, self-defined ways.

We have now posed the question “what is to be done” as a follow-up to the forum. Here are our thoughts:
• It is a UAP priority to foster cross-Faculty collaboration. There is also a clear appetite to develop distinctive, disciplinary-spanning curriculum. APPRC imagines that there will be another forum in the autumn that will capitalize on momentum coming out of the February forum that will focus on translating ideas into reality.
• There are concerns that the new SHARP model inhibits cross-Faculty cooperation. We need to arrive at a clearer, common understanding of the model and how it can facilitate joint ventures.
• There is a great deal of interest in AI throughout the University and in society, and some Faculties have developed or are developing proposals. APPRC endorses a collegial process that brings together colleagues throughout the University to explore matters of mutual interest, work together whenever appropriate, maximize leverage, embrace and encourage champions.
• And then: what is the next AI? How will we identify it, frame it and pursue it? Will it take the form of meta-themes like ecological footprints, digital transformation, labour and precarity? Will small-scale projects blossom or branch? York needs mechanisms for match-making, spaces for serendipity, support for promising ideas. The Faculty of Graduate Studies will play an important role in linking and brokering. The Strategic Research Plan will point to emerging areas. Administrators will be enablers. But it will be up to colleagues to rise to the occasion. The February forum was not a now-stale endeavour. It has a living legacy that we will honour. We invite Senators to join with us.

Documentation is attached as Appendix A.

3. April – June Schedule and Items of Business

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Major Items</th>
</tr>
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</table>
| April 19     | • Forum of Ideas Follow-Up  
|              | • Faculty and YUL Planning Follow-Up |
| April 25     | • Completed Cyclical Program Reviews  
| (Joint Sub-Committee on Quality Assurance; date subject to confirmation) | • 18-month follow-up reports |
| April 26     | • Organized Research Unit Chartering Proposals |
| (ORU Sub-Committee) | |
| May 3        | • Organized Research Unit Chartering Proposals  
| (APPRC)      | • Faculty and YUL Plans Overview |
| May 17       | • Strategic Research Plan: Approval and Recommendation to Senate  
| (APPRC)      | • Provost’s Spring Report on Planning |
| May 31       | • Meeting with the University Librarian and colleagues  
| APPRC and APPRC / ASCP | • Joint Meeting (Markham, Quality Assurance) |
| June 7       | • Budget Context for Academic Planning (Provost and VPFA) |
| June 21      | • Subject to Confirmation |
| (APPRC)      | |
4. Chair for 2018-2019

Professor Loebel has been acclaimed for a second term as Chair of APPRC.

T. Loebel, Chair of APPRC
Motivation

a student profile / curricular demand that fell between two departments addresses the centrality of technology in reimagining multiple forms of art

Collegial Process

Department collaboration between Computational Arts and Visual Art & Art History

Unique opportunity to dissolve departmental (curricular) ‘silos’

Objectives

Craft a program of academic quality that captures secondary education students

Build on current strengths and utilize resources in an effective manner

Institutional Support

AMPD Office of the Dean Assistant Dean, Strategic Communications: identified high school media literacy Manager, Academic Resource Planning: in-depth analysis of unmet demand

Office of the Vice-Provost Academic: procedural support

Need and Demand

Capture students refused entry into small programs with limited space

Capture students who do not have the requisite math skills for Digital Media

Overcoming Challenges

Increased communication and clarification of goals to colleagues

Provided MAESD with the same answer each time

Unanticipated Challenges

getting approval from colleagues in both departments

MAESD returned the program twice asking the same question

Outcomes

The program is approved and students are enrolling for 2018-2019

Monitoring Success & Quality

APPC review of program in one year

Track enrollment, retention, student success over five-seven years
Faculty of Environmental Studies
Las Nubes
Semester Abroad and Reading Week Programs

Motivation
- Potential to offer students access to contextualized experiential education programs in a wide range of subjects
- Making use of the newly created EcoCampus facility at Las Nubes
- Established relationships and collaborations with local stakeholders enabled the expansion of Summer activities that would be beneficial for both York and local communities.

Collegial Process
- Colleagues within the faculty were approached and invited to participate. Some of which had conducted extensive research in Latin America and Costa Rica.
- Programs are shaped by faculty expertise.
- Calls and invitations have been done to York faculty to participate in the Semester Abroad. Several prospecting meetings have been conducted to explore the curricula expansion.

Objectives
- Offer a comprehensive program based on experiential education that provide students with life-changing experiences.
- Bridge university units by providing a space at Las Nubes where faculty can collaborate and converge in different research and educational initiatives.

Resources
- We applied to institutional grants (AIF) to jump start the program.
- Student fees ensure sustainability but are exceptionally low by comparison with other institutions’ international programming.

Data
- We projected our program viability and enrolment based on previous years of field course activities.
- Need and Demand
  - Students have throughout the years indicated their interest in exploring other issues different to the historical field course.
  - There were years in which due to the excessive demand, the field course was capped or two courses continuous field courses were run in a Summer.

Challenges
- Logistical, especially around coordinating overlapping activities the first year → On our second year, we decided not to overlap courses.
- Working in a cash economy in rural Costa Rica creates some accounting challenges.

Outcome
- In our second year, three York University faculties are offering six courses field courses at Las Nubes and one course during the reading week.
- At the moment, we are expecting a bigger enrollment than last year, including students participating in the reading week course.

Monitoring success and quality
- We developed a survey to participating students after they return from Costa Rica to evaluate our performance and student satisfaction.
- We have meetings with course directors and local collaborators to develop course activities and programming.
GLOBAL HEALTH (BA/BSc)

globalhealth.yorku.ca

PROGRAM VISION
- Created in response to the urgent challenge of growing disparities in health and social well-being within and between nations, in the context of economic globalization and an acceleration in communication and information dissemination that ushered in an increasingly interconnected and interdependent world.
- Builds capacity and understanding of how the risk factors and conditions as well as interventions for health and disease require a systems and multilateral perspective.

PROGRAM OBJECTIVES
- To provide foundational knowledge and skills to better understand, analyse, and approach global health issues from an interdisciplinary perspective.
- To develop knowledge, skills, and comprehension of the underlying social, political, and other factors that intersect to influence global health.
- To produce “agents of change” equipped with a global perspective to tackle issues of human health and human equity in an increasingly pluralistic, interdependent world.

PROGRAM HIGHLIGHTS
- Interdisciplinary core courses of the Honours BA/BSc Global Health program encompass both health and social sciences, drawing on the foundational disciplines of the four units comprising the Faculty of Health (Health Policy and Management, Kinesiology and Health Science, Nursing, Psychology) and beyond (e.g. the Faculty of Environmental Studies).
- Experiential education opportunities and partnerships with external stakeholders; students apply their learning while engaging with York’s local-global environment.
- Students develop global thinking on relevant health issues at the societal (population), organizational, community and individual level, using diverse theoretical and applied lenses including an “appreciative inquiry” approach to co-create a more positive future for health. Graduates of the program will contribute to the design/achievement of a better global health future.
- Options for students include Specialized Honours which includes a 9.0 credit practicum course (11 weeks) in final term and capstone course following.
- 90 credit option available, and Global Health minor.

CORE COURSES
- Global Health Policy: Power and Politics
- Health and Human Rights
- Health Care Ethics
- Chronic Diseases and Care
- Healthcare Planning for Communities
- Global Health Governance and Leadership
- Determinants of Health: Local to Global

SPECIALIZED HONOURS CONCENTRATIONS
- Global Health Promotion and Disease Prevention
- Global Health Policy, Management and Systems
- Global e-Health
- Global Health and Environment

PROGRAM DEVELOPMENT
- Alignment with institutional priorities of social justice and equity
  - Experiential education, interdisciplinarity, internationalization, e-learning, community engagement
- Need and demand
  - Determined by environmental scan of similar programs in Ontario - no undergraduate Global Health program in Canada
- Student survey, survey of Ontario Guidance Teachers for interest from high schools
- Input received from key Canadian global health networks
  - “This will be the first program of its kind in Canada and will be highly desirable to many students” - external reviewer
- Program proposal feasibility and input determined by Task Force on GH degree (2010-11)
  - Membership from across the Faculty of Health who then co-determined the curriculum core and electives
- Input sought from other interested Faculties on campus - LAPS, Education, and Environmental Studies
- Resources and supports from Faculty of Health curriculum committee, admissions and recruitment, AVP office - quality assurance, Secretariat

PROGRAM IMPLEMENTATION & EVALUATION
- Concurrent program evaluation since 2015
  - Focus groups of key stakeholders - executive, students, course professors, student support and advising, communications and recruitment
  - Student survey administered annually
  - Review of annual data: applications, offers, admissions and retention, GPAs

Student Testimonial
“I feel empowered by a changed world view with new insights into the power structures behind our society and a strengthened set of communications and critical thinking skills. You learn to take complex information and explain it in a simple way - that’s a valuable skill.”
- Nishila Mehta, Global Health Student
Undergraduate Psychology Program Major Revision 2014-2017

Undergraduate Psychology in HH

- Founded 1968
- 4500 majors
- Each year admit @ 900 students
- 76 full time; 32 contract faculty
- 176 TAs across 178 courses

What Motivated Us
- Dissatisfaction with Honours Program
  - Thesis requirement not manageable for volume of students
  - Honours and Specialized Honours Programs not distinct
- Writing skills of our Students
- Curriculum needed more sequenced learning
- UDLES; PLOS and Curriculum Mapping
- Not completed
- Programs lacked internal coherence

Collegial Process 2014-2017
- Led by UPD & Undergraduate Studies Committee
- 2014 Surveys of faculty & students
- 2015
  - Environmental scan of 40+ psychology programs
  - Focus groups with students
- 2016
  - Review and feedback from Department faculty
  - Preparation of Major Mods document
- 2017 Implementation

Objectives
- Four programs with distinct Learning Outcomes
  - Specialized Honours: Intensive research with thesis
  - Honours: Knowledge translation with capstone course
  - Minor: Depth and breadth of knowledge
  - 90 Credit: Foundational knowledge of psychology
- Sequenced learning
  - 2000 and 3000 courses
  - Methodologies and statistics support higher learning
  - Writing for all majors

What We Did
- Specialized Honours
  - Thesis stream; intensified research and professional training
- Honours
  - Non-thesis; 4th year capstone course focused on knowledge translation
  - Minor and 90 Credit
  - Increased focus on depth and breadth of learning
- All Majors
  - Writing in Psychology

New Degree Requirements

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<th>Categories</th>
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Challenges
- Implementation of Three New Courses
  - Writing in Psychology (all)
  - Professionalism and Communication (SH)
  - Critical Thinking in Psychology (H)
- Transition Old Program to New Program
  - Enrolled students
  - Returning students
- Communicating Changes

Psychology Undergraduate Programs
- BA and BSc Degree
- Each degree offers:
  - 90 Credit
  - Honours (120 credits)
  - Minor (major other)
  - Specialized Honours (120 credits)

Monitoring Success and Quality
- Tracking applications and enrollment
- Tracking retention
- Survey planned for Spring 2019
- Focus group with students planned for 2019
- Ongoing dialogue with faculty

Previous Degree Requirements

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Note: Changes highlighted in red
The Lassonde School of Engineering set itself up to offer programs that were accredited by professional bodies. Often these professional bodies require quite rigid consideration of continuous program improvement processes, giving the school an opportunity to reflect on what it wants for its program evolution framework. The school has benefitted from a blend of existing accredited programs combined with new programs, giving it the bonus of combining the "best of the old" with an opportunity to try some new ideas.
Finding the Renaissance Engineering experience in the Lassonde School of Engineering

Kai Zhuang, Franz Newland. Lassonde School of Engineering

To solve society’s complex challenges today, we need Engineers who are better connected to societal needs and problems, and society that is more technologically literate. The Renaissance Engineering education has been developed in Lassonde to try to address this need. Adding to the many existing initiatives such as BEST and 50:50 which are exploring this space, The Lassonde Futures Lab is a new initiative looking at curricular innovations to help this Renaissance Engineering vision, and beyond.

LE/ENG 1600 Passion Project: Participants work individually or in small teams on a topic about which they are passionate. Optional and may be taken at any point in a student’s studies. Students are mentored by an academic coordinator and appropriate technical staff. The course culminates in a demo fair documented using an ePortfolio.

LE/ENG 4000 Capstone Engineering course: Renaissance projects offered in partnership with non-engineering faculty—in 2017 and 2018, projects were offered in collaboration with Music, Theatre, Animal psychology, Biology, Student support services, Teaching commons.

LE/ENG 1xxx, 2xxx, 3xxx, 4xxx: Renaissance engineering curriculum delivered in ENG courses—one or two classes in each year in common engineering courses are delivered by the Renaissance Engineering curriculum designer, providing some development across the programs.

Creative Workshops and DIY days: evening events for Lassonde students to engage in creative arts, and recognize the skill and challenges of some disciplines outside their own.

NaNoWriMo: Lassonde-hosted novel-writing month events. A group of engineering students, staff and faculty engaged in a collective work of fiction.

Umar Lassondian: Student-led extra-curricular project to help captive polar bears have more autonomy over their enclosures—in conjunction with Animal Psychology and the Cochrane Centre in Northern Ontario.

Music Maker Fare: summer workshop for Music students and Engineering students—build electronic instruments in groups, then compose and perform a piece with the instruments.

Explorer’s Fork: Evening discussions around a provocations piece, looking at considering different perspectives and common purposes of “the world we want to see”, and the changes we will make to it.

In addition to refining and innovating around the existing curricular and co-curricular offerings in the existing programs, the Lassonde Futures Lab is working on a planned new program to engage in some of these more complex societal challenges more directly.

The Lassonde Futures Lab is a space to explore curricular, extra-curricular and educational research ideas and concepts. It helps break down the walls of the technical silo of engineering, creates engineering and technology with humanity, and identify pathways to reducing future tensions in socio-technological innovation.

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THE FIVE JOURNEYS

The new education in engineering would involve journeys that start with a different kind of understanding.

JOURNEY OF PURPOSE

Developing an understanding of an individual’s purpose and identity, understanding oneself.

JOURNEY OF CO-CREATION

Understanding the societal and cultural context in which we work, building on and advancing human knowledge.

JOURNEY OF KNOWLEDGE

Shaping a narrative: Traditional academic disciplines and new areas of knowledge.

JOURNEY OF IMPACT

Participants try to make change on the ground, testing the experiences in broader contexts.

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WHAT WE DO

Integrated Planning
- We provide the framework to support the alignment of resources with strategic and academic priorities
- We support the structures, processes, tools, plans and measures to accomplish this

Enrolment & Resource Planning
- We strive to provide objective, accurate and timely strategic enrolment planning, management and resource planning information, analyses and strategies across the University

Research, Analysis & Surveys
- We research and analyze data for the institution about students, faculty, staff, government funding and policies and we are also responsible for reporting to government and external agencies.

Performance, Accountability & Reporting
- We support the University’s mandate and make data available about York’s performance

WHAT DATA IS AVAILABLE?

Integrated Resource Plans
- Divisional, Faculty, and Unit Integrated Resource plan strategies and progress report for various York areas

Student Self-Assessment
- Questions about non-cognitive traits and behaviors that are related to academic success, and several questions about students’ socio-economic situation

National Survey of Student Engagement
- Amount of time & effort students put into their studies & other educational activities
- How the institution deploys its resources and organizes the curriculum to get students to participate in activities linked to student learning

Academic Program Reports
- Reports that integrate key academic cycle metrics with snapshots of 8 years of admissions, enrolment, retention and graduation

What influences University Choice?
- Program Reputation
- Co-op / Internship Opportunities / High-quality jobs
- University proximity to home

What does Student Success look like?
- Interactive data on: Enrolment, Bursaries, Faculty & Staff, Degrees Granted, Physical Space, Graduation, etc.

Canadian Graduate and Professional Student Survey
- Graduate student satisfaction & experience

Quick-Facts
- Program Reputation
- Co-op / Internship Opportunities / High-quality jobs
- University proximity to home
- Research record / professional / creative activities of faculty

WHAT ARE WE DOING

Quick-Facts
- 72.5 % Graduation Rate
- 85.6 % Retention Rate
- 91.3% Employment Rate
- Source: The 7-year Graduation and 2-year Employment rates come from the OUGS Survey and the Year-1 to Year-2 Retention Rate comes from the CSRDE Report. Most recent data as of February 2018.

Source: “Applicant and Non-Applicant” Survey.

For York Applicants
- University committed to new ways of thinking
- Dynamic place to learn
- Reputation for having applied / career focus
- Research record / professional / creative activities of faculty

...and much, much more...
Quality Assurance at York

Governance Overview

- Faculty Council Committees
- Faculty Councils
- Academic Standards, Curriculum & Pedagogy
- Academic Policy Planning and Research
- Senate (CPRs, Curriculum)
- Academic Resources Committee of the Board (CPRs)
- Board of Governors (CPRs)

Resources

- Office of the Vice-Provost Academic
- University Secretariat
- Faculty Council Offices / Deans & Principal Offices
- Teaching Commons
- Office of Institutional Planning and Analysis
- Institute for Social Research
- York University Libraries

Key Documents

- Senate Policy on Quality Assurance
- York University Quality Assurance Procedures

Provincial Context

- Quality Council
- Ministry of Advanced Education & Skills Development
Designing a New Program
– The Example of the Master of Management –
YorkU Senate APPRC – ASCP Forum of Ideas
Associate Dean Academic, Schulich School of Business, Feb. ‘18

Impetus
- Impossible to achieve gender parity in the MBA Program. Possible cause: wrong timing in a woman’s life?
- Domestic applications to MBA decreasing; University (and Faculty) in a tight spot
- Lots of demand for one-year master programs from international students
- Interest in a direct entry general management degree (we turn away applicants without work experience from the MBA)
- Trend: Business Schools complementing their MBA programs with Master of Management (Mgmt) programs (see figure below)
- Continuous Learning: BA -> Specialized Master -> ‘Senior’ Master / PhD

Initial Decision
- Establish rough-cut program parameters (direct entry program, 3 terms, community involved MRP, focus on core knowledge and skills - needs to cover competencies of MBA 1st year)
- Establish cross-functional task force (ACTG/FINE, MKTG, OMIS, ORGS)
- Submit Notice of Intent

Design Approach
- Ground-up: what do grads need to know and be able to do (learning outcomes)? Feedback from alumni on learning outcomes and potential employment.
- Course design, in collaboration with areas, that address these learning outcomes
- Consultation on initial program structure with alumni, advisory board, potential students (focus groups), admissions staff, student services; refinements
- Consultation on draft proposal with other Faculties, FGS, ASCP; further refinements

Approval Process (short version)
- Schulich & FGS program committee approvals in Sept., ‘15
- External Review Nov ’15, further small refinements
- Schulich and FGS Councils, Dec ’15 & Jan. ’16
- Senate March ’16

How Has it Worked Out?
- Program start in September ’16 with 50 students from 13 different institutions (64% from YorkU); 90% domestic; 56% female
- September ’17: 83 students from 10 countries (37% from YorkU); 74% domestic; 54% female
- For second cohort, refinements to some courses, including MRP; more proactive management of career development component
- Commenced process of trimming down Learning Outcomes (LOs) to a smaller set, with precisely defined scaffolding within / across courses, plus assessments and assessment methods; LOs to be measured through Canvas, Schulich’s new Learning Management System

Lessons Learned
- It’s fun to design a new program from ground up -> lots of innovation possible
- More fruitful to consult with potential employers (alumni, organizations, boards, ...) on competencies (~ learning outcomes) rather than courses
- Whole day session with curriculum design expert and program proponents on how learning outcomes are reflected in curriculum and assessments -> tweaking of program before it goes out for consultation or committees
- Early input and feedback important – before we start thinking about courses
- Substantial support of task forces by seasoned admins reduces overall workload and improves outcomes for everyone, including students
Co-registration Agreement between York University (FSc, Department of Chemistry) and Seneca College (School of Biological Sciences and Applied Chemistry)

Motivation
- To provide high-caliber industrial lab experiential education for York students
- Seneca has high-caliber lab infrastructure; intensive instrumentation
- An existing Guelph – Seneca model
- York has existing collaborative structure with Seneca (e.g. articulation agreements)
- Development of certification skills

Collegial Process
- Driven by York’s Chemistry Department
- Within the York Seneca Partnership collaboration
- Consistency with York’s Senate Policy and Guidelines on Co-Registration
- Facilitated by the York-Seneca Partnership Manager
- Courses reviewed and selected by Chemistry faculty

Objectives
- Establish this undergrad opportunity as a special term
- Available to full-time Honours Chemistry students only in their third year
- Allow full- or part-term options (maximum 15 credits)
- Cross-list courses between institutions (ten courses)
- Identify in advance which courses need CCEs
- Create an administratively easy route for students
- Fairly apportion of costs and revenue between two institutions
- Establish a unique York rubric for these Seneca courses (SENE)

Resources
- York-Seneca Partnership Manager
- Registrarial support and advice with implemented procedures
- Advice of Seneca partners
- Knowledge of Guelph precedent (but no template available)

Data Used
- Knowledge of Seneca’s offerings
- Templated contractual language from articulation agreements
- Student demand (Guelph students)
- Seneca rules (payment amounts, payment schedules, academic honesty procedures, drop and add rules)

Challenges
- Guelph model details not made available
- Not possible to accurately determine apportionment of costs and revenue
- Requires ongoing communications between registrarial services of both institutions
- Requires ongoing attention to changes at York that could influence agreement terms
- Requires review of financial apportionment
- Requires protection of seats by Seneca for York students
- Apportionment of responsibilities (e.g. academic misconduct, petitions)
- For York students: Seneca’s later setting of course schedule, earlier drop deadline, different term dates

Need and Demand
- No formal analysis
- Guelph initiative appeared sustainable
- Proactive departmental initiative: Makes our grads more likely to be job-ready upon graduation

Outcomes and monitoring
- Activated September 2017
- Only one student, but next year will be a better test
- Word of mouth, promotion
The Faculty of Science first-year Integrated Science Option

Motivation

ISC is a first-year program for top students

- To create an elite program to attract high-achieving first-year students to York FSc
- To develop curriculum linking different disciplines (Physics, Chemistry, Biology, Math) around real challenges and issues (Science Technology Studies)
- To introduce students to multidisciplinary programs (e.g., Biophysics, Mathematical Biology, Biochemistry)

Collegiality

- AIF grant funding used to hire Educational Development Specialist to work with faculty to develop ISCI
- For 1 year, 2 faculty from each of the 5 FSc departments met for 2h each week to develop program
- 6 ISCI faculty continue to meet each week

Objectives

- To create an elite program to attract high-achieving first-year students to York FSc
- To develop curriculum linking different disciplines (Physics, Chemistry, Biology, Math) around real challenges and issues (Science Technology Studies)
- To introduce students to multidisciplinary programs (e.g., Biophysics, Mathematical Biology, Biochemistry)

Resources

- AIF Funding
- FSc Education Development Specialist
- Departmental Support
- Recruitment efforts including one-on-one review of applicants
- Other universities who offered integrated programs

Data Used

- OUAC data on entrance cut-offs at other schools in catchment area
- Particular model is unique to York, but other institutions have integrated programs

Need and Demand

- No formal analysis
- Proactive Faculty initiative: To advance interdisciplinarity as a graduate outcome
- Proactive initiative: Need to have elite offerings for high-end students

Challenges

Focus on promotion – student & faculty generated

1. Promotion:
   - ISCI students in first iteration created promotional videos featuring both students and faculty
   - Handed out high-graphic, low-text postcards at recruitment events
   - Outreach with posters to high school personnel
2. Additional challenge: consumes teaching assignments at low ratio
3. Additional challenge: iterations of 3-credit and 6-credit courses
4. Additional challenge: ideally equipped room
5. Additional challenge: student concerns that grades as high as in traditional courses are possible
6. Advising resistance to students taking all 3 sciences and Math in first year.

Outcomes and monitoring

- High satisfaction apparent among class of inaugural year (FW16)
- Concepts Inventory comparisons with "regular" offerings
- Establishment ISCIInvolved for extracurricular leadership and outreach
- More broadly it promoted:
  - Inter-departmental collaborative environment
  - Dissemination of improved pedagogical techniques
  - Sourcing for our interdisciplinary programs
- Higher enrolments in FW17 (N=43)

ISCI Successes and Challenges

Successes:
- Productive collaboration between departments
- Improved faculty pedagogical practices
- Supported transition – Resilience, metacognition, connections

Challenges:
- Deep integration – co-teaching, faculty in classes
- Managing student expectations
- Being innovative without adding complexity or confusion
- Classrooms

ISCIInvolved is an extracurricular leadership & science outreach initiative.

Part 1: ISCIInvolved Symposium
Part 2: ISCIInvolved Project
Senate Meeting of April 26, 2018
Other Business for Which Due Notice Has Been Given

Motion

Senate instructs Senate Executive that any actions or decisions attempting to clarify the authority and role of Senate, including the formation of any committees, working groups or investigation bodies, will be acted with, and only with, the formal approval of Senate.

Rationale

In his April 2 letter, the Chair of the Board of Governors calls for the formation of a joint committee appointed by and composed of the Executive of the Board and of the Senate to clarify “the respective roles of the Board and Senate.” Anticipating that Senate Executive may develop a process to clarify some of these matters, it is important to assert the need to bring any such plans and decisions as a recommendation for formal approval of Senate.

Senate Rules and Procedures stipulate (Section D, page 33) that:

“The Executive Committee shall be responsible for monitoring and making recommendations to Senate on all matters pertaining to: the organization of Senate and its committees, the organization and function of academic governance in the University Senate’s relation both with other bodies in the University and with bodies external to it. The Executive Committee may make recommendations on behalf of Senate, and subject to Senate approval, to the Administration and the Board on matters related to the organization and structure of the University.”

Although this is a broad mandate, it is circumscribed to “monitoring and making recommendations to Senate”. Senate Executive does not have independent decision-making on matters of “the organization and function of academic governance in the University, Senate’s relation both with other bodies in the University and with bodies external to it”; rather, it “may make recommendations on behalf of Senate, and subject to Senate approval” on the matters at hand.

The intent of the motion, therefore, is to instruct Senate Executive that, in regards to establishing a process for reviewing these governance matters, forming a body to conduct such a review, as well as deriving conclusions and decisions, Senate Executive, shall, as per Senate procedures, bring any recommendations to Senate for approval.
The Senate of York University – Minutes

Meeting: Thursday, March 22, 2018, 3:00 pm
Senate Chamber, N940 Ross

L. Beagrie (Chair)  M. Guzman  M. Morrow
F. Van Breugel (Vice-Chair)  R. Habib  D. Mutimer
M. Armstrong (Secretary)  R. Haché  L. Nasr
T. Abdullah  M. Hamadeh  P. Nguyen
H. Ahmed  L. Hammill  A. Norwood
J. Allen  M. Herbert  A. Perry
R. Allison  R. Hornsey  L. Philipps
C. Altilia  D. Horváth  B. Pilkington
J. Amanatides  R. Innacito-Provenzano  A. Pitt
K. Amoui  D. Ipperciel  J. Podur
G. Audette  R. Irving  C. Popovic
A. Avolonto  M. Jacobs  E. Porco
I. Azari  R. Jayawardhana  F. Quadir
A. Belcastro  S. Karimi  M. Rajabi Paak
M. Biehl  R. Kenedy  A. Rakhra
K. Birch  M. Khalidi  I. Roberge
K. Bird  A. Khullar  K. Rogers
O. Birot  J. Kirchner  T. Salisbury
A.K. Blake  M. Kiumarsi  L. Sanders
S. Bohn  T. Knight  V. Saridakis
D. Clancy  R. Koleszar-Green  A. Schrauwers
J. Clark  J. Lazenby  M. Schweitzer
J. Clodman  R. Lee  L. Sergio
M. Cobblah  R. Lenton  M. Sers
N. Coulter  C. Lewis  J. Sharma
A. Czekanski  D. Leyton-Brown  V. Shea
A. Davis  S. Liaskos  D. Sinclair
K. Davis  T. Loebel  D. Skinner
S. Day  W. Maas  S. Slinn
R. De Costa  M. Macaulay  L. Sossin
W. Denton  J. MacDonnell  D. Steinfeld
Y. Dima  W. Mackwood  P. Szeptycki
H. Edgell  J. Magee  T. Tanweer
C. Ehrlich  L. Martin  K. Thomson
L. Farley  C. McAulay  C. Till
I. Ferrara  M. McCall  G. Tourlakis
N. Fisher-Stitt  P. McDonald  EJ van Rensburg
L. Fromowiz  A. Medovarski  R. Wellen
B. Gainer  A. Mehganí  L. Wood
A. Garisto  M. Mekouar  H. Wu
G. Georgopoulos  K. Michasiw  M. Yimesghen
L. Giuliano  J. Michaud  A. Zalik
A. Glasbeek  P. Millett  
J. Goldberg  T. Moore  
R. Grinspun  J. Moores  

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1. Chair's Remarks

The Chair advised that the Executive Committee had authorized a change in the normal order of agenda items in order to ensure that important Committee business was dealt with at the meeting. She expressed dismay that members of the community were subjected to harassment and intimidation. It was imperative that a spirit of collegiality and respect prevail even in challenging times. Members of Senate Executive have worked tirelessly to fulfill the Committee’s responsibilities during a disruption, and she expressed appreciation to them.

This was the second meeting of Senate since the strike by CUPE 3903 began on March 5, and the second opportunity for Senators to provide the Executive Committee with timely feedback on options for completing courses and finalizing grades. Given the heightened interest in the meeting, and restrictions imposed by fire regulations, an audio feed to Curtis Lecture Hall B had been arranged. Senators were asked to use microphones to ensure that those listening in the overflow room could follow the proceedings.

It was objected that non-Senators had been prevented from attending the meeting in person.

2. Business Arising from the Minutes

Responding to a question posed in January, the Chair of the Awards Committee confirmed that additional information about disbursals would be furnished after consultations with the Vice-Provost Students.

Committee Reports

3. Appeals

The Appeals Committee reported that it had approved a recommendation of the Faculty of Liberal Arts and Professionals Studies Committee on Teaching, Learning and Student to rescind the degree of Bachelor of Arts conferred on two York students.

4. Academic Standards, Curriculum and Pedagogy
   a. Establishment of a Cross-Disciplinary Certificate in Culture, Medicine and Health, Department of Anthropology, Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried “that Senate approve the establishment of a Cross-Disciplinary Certificate in Culture, Medicine and Health to be housed in the Department of Anthropology, Faculty of Liberal Arts & Professional Studies.”
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b. Establishment of a Disciplinary Certificate in Advocacy & Public Engagement, Department of Anthropology, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve the establishment of a Disciplinary Certificate in Advocacy & Public Engagement, housed in the Department of Anthropology, Faculty of Liberal Arts & Professional Studies, as set out in Appendix B.”

c. Establishment of an Honours Minor Degree Option in Advocacy & Public Engagement, Department of Anthropology, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve the establishment of an Honours Minor degree option in Advocacy & Public Engagement anchored in the BA program in Anthropology, Department of Anthropology, Faculty of Liberal Arts & Professional Studies.”

d. Information Items

ASCP reported that it had approved the following minor modifications:

**Graduate Studies**

- Finance Field in the PhD program in Business Administration (Change to degree requirements)

**Lassonde School of Engineering**

- BEng program in Geomatics Engineering (change to degree requirements)
- BEng program in Space Engineering (change to degree requirements)
- Geomatics Science Stream within the Specialized Honours BSc program in Earth and Atmospheric Science ((change to degree requirements)

**Liberal Arts & Professional Studies**

- BA program in Sociology (change to degree requirements)
- BA program in Anthropology (change to degree requirements)
- BA program in English (change to degree requirements)

**Schulich School of Business**

- Change to the name of the Certificate in Managing International Trade and Investment to Certificate in International Management, and minor change to its requirements
5. Academic Policy, Planning Research

a. Strategic Research Plan Progress Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Vice-President Research and Innovation Robert Haché provided a progress report on renewal of the Strategic Research Plan. In response to questions, it was confirmed that the scholarship of teaching and learning was referenced in the draft now in circulation. It was suggested that efforts be made to ensure that the final version carries through on concepts expressed in earlier passages such as advancing critical scholarship. The process is on track to culminate with a recommendation for approval by Senate in May.

APPRC’s report to Senate included information on the following:

- the Committee’s endorsement of the establishment of a task force to examine possibilities for CV management software
- reflections on the APPRC ASCP February Forum of Ideas and consideration of ways to share knowledge gained as the committees seek to advance University Academic Plan objectives related to quality and innovation.
- consultations on the development of “Incomparable Metrics” that will include Faculty Councils and the York University Libraries.
- Faculty Planning Submissions: Status and Goals
- the latest update on Markham Centre Campus planning from the Provost

6. Executive

a. Actions Taken Prior to and Since the Beginning of the Disruption

Senate Executive shared a chronology of actions taken since the strike by CUPE 3903 began on March 5. This item generated a good of discussion about substantive and policy issues.

With regard to assessed grades, it was reported that undergraduate students can feel trapped and hopeless. In this light the choice to finalize a grade based on 70 per cent of assignments had been met with great relief. There was concern, however, that the Executive Committee might institute other options that would erode academic activity. To this the Vice-Chair responded that the Committee welcomes input on any aspect of the remediation framework.

Concerns were expressed that the Executive Committee had been negligent in its oversight. Examples included not challenging the Provost’s February 26 communication that all classes that could continue would continue, an approach that should have been subject to the Committee’s active assessment and approval. Coupled with a decision that Senate does not have the authority, this suggested that the Executive Committee has retreated from its responsibilities, or worse, acted against
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Senate policy. It was also contended that the continuation of courses created stress, confusion, inequities and risks to safety as students cross picket lines to attend classes. Mass suspensions of courses had been authorized in previous strikes by CUPE 3903, and the Executive had failed to explain what conditions had changed this time. The Provost remarked that the normal state of affairs is for classes to be held and, in the absence of a decision to suspend courses and out of respect for diversity, the majority of primary meets have gone ahead. Senate Executive endorsed this approach.

Citing section 3.3.4.2 of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes, it was contended that the Executive Committee had disregarded stipulations that it “call a meeting of Senate no later than the 14th day of a disruption” and thereafter “consult with Senate as it continues to discharge its mandate under this policy.” It was also argued that the special meeting of March 8 was outside the Policy and that the Executive Committee’s reporting did not constitute adequate consultation.

These criticisms gave rise to a point of order maintaining that the Executive Committee was in violation of the Disruptions Policy. The Chair ruled that the Committee had adhered to the terms of the Policy by providing Senators with two opportunities to engage in the span of seventeen days, and that the Committee has been both transparent and receptive to input as it discharges its duties under the policy.

It was moved and seconded “that the ruling on the point of order by the Chair be challenged.” The challenger insisted that the Committee had not referred to the meeting as consultative and had not lived up to expectations set out in the Policy. The Chair responded that Senators have been invited to provide the Executive Committee with input at two meetings.

On a vote the ruling of the Chair was upheld.

As discussion continued the focus fell on aspects of the remediation framework. Some suggested the text of the document released on March 19 is unclear. As a result, students and faculty members are unsure of their options. For example, it was not clear how assignments could be re-weighted to achieve learning outcomes. A key concern was the erosion of academic integrity represented by assessed grades. The ensemble of options developed by the Executive Committee pointed to a contravention of the emphasis placed on academic integrity in the Disruptions Policy. The Vice-Chair noted that the set of options authorized to date were identical to those of past disruptions. It was noted that the assessed grade threshold of 70 per cent was higher than that of 2015.
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The Committee’s report included a commentary on Senate rules and their interpretation. A Senator suggested that the inability of Senate to challenge a decision to withhold business was invented.

b. Other Information Items

The Executive Committee’s information items included the following:

- a commentary on motions with respect to the suspension of classes and the rationale for the approach that all classes that could continue would continue
- reflections on proceedings at the special meeting of Senate on March 8 and a guide to the rules that govern the conduct of business
- the status of major initiatives in progress
- consultations undertaken by the Sub-Committee on Equity as it reviews the Guidelines and Procedures accompanying the Senate Policy on Accommodations for Students with Disabilities

7. Other Business for Which Due Notice Has Been Given

It was moved, seconded and carried by the necessary 2/3 majority “that the order of the agenda be changed such that item 7. b would precede item 7. a.”

a. Hortative Motion re: Class Suspension Authority

The Chair observed that the question of the authority to suspend classes in a strike is extremely important to Senate as well as to the Board of Governors and the President. With the knowledge that Senate would be discussing a motion on this question, the Chair had contacted the Board Chair who communicated his view that the Board’s responsibilities for the conduct, business and affairs of the University includes decisions with respect to continuing or not classes and other University activities in a strike. The Board Chair acknowledged the significant function Senate performs on its own and through Senate Executive in addressing the academic implications of a labour disruption.

It was moved and seconded “that Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.”

In opening debate, the mover expressed the view that the motion was not hortative in nature but rather an affirmation of Senate jurisdiction. It was concerning that the Board claimed an authority that had been exercised by Senate Executive on behalf of Senate in the past. Those involved in decision-making during previous disruptions had confirmed that Senate did have the authority to cancel classes. It would be injurious to governance and the terms of the York Act to not defend Senate’s responsibilities. The
administration should provide advice, to be sure, but it was for Senate Executive or Senate itself to determine if classes should continue, be suspended or resume.

Among the other points in the course of a wide-ranging discussion were the following:

- it is often the case that legislation and policies are subject to shifting interpretations that require resolution; recourse to the past does not always provide a way forward; a dialogue between the governing bodies is imperative when there is uncertainty, and it would be helpful to imagine a process by which Senate and the Board can find consensus (in response to this the Chair gave a commitment to working toward agreement in a timely, thoughtful manner)
- the administration would not bypass Senate authority and had not done so
- both governing bodies have explicit responsibilities but others have agency, including faculty members and students
- when operations are impeded, as in case of a storm or power outage, the administration must use its judgment but must consult with the Chair of Senate if academic activities are impacted; in non-emergency situations where academic integrity is at stake, it is for the Executive Committee to make a determination about the status of courses and classes
- the crisis is the result of Senate’s ambivalence; on the one hand, the Executive Committee’s March 3 declaration indicates that Senate does not possess the authority to suspend classes; on the other, many Senators have taken the opposite view; approval of the motion will provide Senate with the backing it needs to enter into dialogue with the Board
- there was no ambiguity in 2015; Senate Executive first suspended many courses then agreed that programs could resume (which was contested in a vote at Senate); there was no challenge to Senate’s authority at any juncture
- it should be up to individual faculty members to determine if their courses can proceed or not
- there is no dispute that Senate has defined roles during a disruption, but agreement on this does not wholly answer fundamental questions about class cancellation per se
- the motion is too narrowly constructed by failing to take account of the many interests at stake (including the financial and reputational dimensions that speak to the Board’s mandate); it inclines toward favouring blanket suspensions that do not acknowledge the diversity of views held by programs, faculty members and students and their capacity to continue

It was moved, second and carried by the necessary 2/3 majority “that the meeting be extended by thirty minutes.”

A vote was conducted by paper ballot. The Vice-Chair announced the tally and the Chair confirmed that the motion carried by a vote of 82-45. The Chair emphasized that
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passage of the motion did not mean that any classes were cancelled and did not grant Senate an authority it does not possess.

b. Hortative Motion re: Glendon Classes

It was moved and seconded “that it is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.”

Those speaking in favour of the motion stressed that passage of the motion, now largely symbolic, would send an important signal of respect to colleagues at Glendon. Members of collegial collectivities should have their voices heard. The rationale in support of the motion included the text of a motion approved by Glendon Faculty Council, the members of which were acting on an assumption that Senate Executive had the authority to cancel classes. As creatures of Senate, the views of Faculty Councils are critical to decision-making.

Those opposing the motion noted that, even if Senate or the Executive had the power to suspend, authority had not been delegated to Faculty Councils. There was no reason to treat Glendon differently than other Faculties. Even if the motion was hortative and symbolic, approval could be misconstrued as an order to suspend and confusion on this score must be avoided.

The Vice-Chair announced the tally and the Chair confirmed that the motion was defeated by a vote of 45 in favour and 57 opposed.

8. President’s Items (R. Lenton)

The President’s monthly “Kudos Report” was received.

9. Inquiries and Communications

There were no inquiries and communications.

10. Other Business

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

Consent Agenda

11. Minutes of the meeting of February 15, 2018

The minutes of the meeting of February 15, 2018 were approved by consent.
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The minutes of the special meeting of March 8, 2018 were approved by consent.

12. Privacy and Cybersecurity Specialization in the Professional LLM Program, Osgoode Hall Law School / Faculty of Graduate Studies: Establishment

On a recommendation from Academic Standards, Curriculum and pedagogy, Senate approved by consent the establishment of a Privacy and Cybersecurity Specialization in the Professional LLM Program, Osgoode Hall Law School / Faculty of Graduate Studies.

13. Degree Requirements for the Masters in Environmental Studies Program, Faculty of Environmental Studies / Faculty of Graduate Studies: Changes

Senate approved by consent an ASCP recommendation to change the degree requirements of the Masters in Environmental Studies Program, Faculty of Environmental Studies.

14. Senators on the Board of Governors re: February 27, 2018 Meeting of the Board

Senate received the synopsis of the Board of Governors meeting of February 27, 2018 as transmitted by Senators Mutimer and Sergio.

L. Beagrie, Chair

M. Armstrong, Secretary
# The Senate of York University – Minutes

**Meeting:** Thursday, April 12, 2018, 3:00 pm  
Stedman Lecture Hall D D

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## 1. Chair’s Remarks

Following the Land Acknowledgement, the Chair paid respects to Mark Cross, a former York Lions hockey player whose life was taken in the tragic accident involving Humboldt Broncos teammates, coaches, training staff and others affiliated with the team. She welcomed Senators and guests to the special meeting, and in doing so described Senate’s mandate, composition and key rules governing the conduct of meetings. Senators were asked if there should be any modifications to the time allocated to items.
of business. In response to a query, the Chair confirmed that time would be sufficient for a motion permitting non-Senators to address Senate and that others would have opportunities to speak if the motion carried. Observers were urged by the Chair and others not to interrupt proceedings.

2. Executive Committee Report

The Vice-Chair presented the Executive Committee’s report, stressing that meetings had been frequent throughout the disruption in order to fulfill responsibilities flowing out of the Disruptions Policy, especially the development of a remediation framework.

a. Motion re: Academic Integrity and Fairness to Students.

It was moved and seconded “that Senate ask faculty members and administrators to

1. take a flexible, reasonable approach to balancing the pillars of the Disruptions Policy academic integrity with fairness to students,
2. maintain open communication with students and respond in a timely way to inquiries from students, and
3. be responsive to unique needs of students, with special emphasis on those for whom real time limits are being internally or externally imposed, making continued participation in the course impossible or significantly disadvantageous to students, including those poised to graduate this spring.

It was suggested that the motion was unnecessary since it wove together platitudes and distracted from the issue of why Senate has not been consulted as the remediation framework evolved. In response it was noted that there were many cases where a flexible, reasonable approach had not been taken to the detriment of students facing acute anxieties and urgent needs.

On a vote, the motion carried.

b. Actions Taken Prior to and Since the Disruption Began on March 5

It was moved, seconded and carried “that Senate move into Committee of the Whole for the purpose of discussing the Senate Executive report on actions taken prior to and since the beginning of the disruption.” In accordance with Senate rules, the Vice-Chair presided over Committee of the Whole. The Vice-Chair stressed that Senate must not intrude, directly or indirectly, on labour relations.

It was moved, seconded and carried “that members of the community who are not Senators be permitted to address Senate on the matters under consideration.”
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Among those addressing Senate were Senators, graduate students (some identifying as CUPE 3903 members), undergraduate students and contract faculty members. A wide-ranging discussion ensued. There were multiple references to the CUPE 3903 strike *per se*, including criticisms of the parties or suggestions about how they might achieve a settlement. Concerns were expressed about the harm done to York’s academic reputation by a protracted strike, the necessity of creating a complex and sometimes confusing remediation framework, and looming threats to the viability of Summer terms. Senate had an interest in these and other aspects of the disruption.

For some, the options developed by Senate Executive, which were based on remediation frameworks of past strikes, were welcome. They reduced stress and instilled confidence that credit would not be lost. Many students are facing heavy debt burdens, and the prospect of delaying or even preventing them from moving forward was painful. Others contended that the options diluted academic standards and deterred a resolution of the labour dispute by allowing the completion of courses even though many instructors were on strike.

The Executive Committee report described a preliminary consultation leading to the establishment of a group tasked with addressing the authority to cancel classes. It was suggested that the first step – involving the Chairs and Vice-Chairs meeting along with Dean Sossin to develop a proposal on mandate, membership and timelines – was problematic. The Vice-Chair stressed that the individuals would be responsible for preparing a proposal that would be subject to approval by the governing bodies. A motion approved by Senate on March 22 would be taken into account.

Senate Executive posed a question about the possibility of a Pass/Fail assessed grade on the basis of 50 per cent of course work provided that students had attained a grade of C or better. Comments on this prospect included the following:

- according to the Disruptions Policy, Senate’s main concern is “academic integrity;” the dilution of standards represented by awarding a Pass to students completing 50 per cent of evaluated work with a grade of C is entirely inappropriate
- assessed grades compromise academic integrity and further erode the rights of students to receiving the education they deserve and have funded
- the 50 per cent threshold is wholly justifiable for it is a means by which students, saddled with debt and needing to move to the next stage of studies or careers, can graduate
- receiving a grade based on 50 per cent of course work is not a launching point for next stages since it does not represent adequate preparations or the achievement of standards
- Senate Executive’s “options” are not always optional since students can elect assessed grades in certain scenarios
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- would the 50 per cent option require sign-off by instructors? Senate Executive has taken faculty members out of equation and should not allow further unilateral declarations
- there are precedents for expanded pass/fail grading including the Faculty of Environmental Studies; deferral are also available to instructors and students

It was moved and carried “that the Committee of the Whole rise and report.”

With the Chair now presiding, the Vice-Chair reported that there had been a lively discussion and that Senate Executive would reflect on the points made.

3. Other Business for Which Due Notice Has Been Given

a. Hortative Motion re: Dispute Settlement

It was moved and seconded “that Senate urges both sides in the labour disruption to immediately return to the bargaining table and take the necessary steps to settle the dispute as soon as possible.”

Senators exchanged views on the motion. Some expressed discomfort with text that appeared to favour a bargaining stance of one party to the labour dispute. After six months, the distance remained great and arbitration was the only viable option remaining. Others saw a swift return to negotiations as the best way to bridge differences and salvage the academic terms, the University’s reputation and academic integrity. A meeting of the parties may not resolve outstanding issues but could have a positive symbolic meaning.

It was moved, seconded and carried by the necessary 2/3 majority “that the meeting be extended by fifteen minutes.”

As debate ended, the mover argued that to vote against the motion would send a message of indifference or worse. The stakes were high and some movement was essential.

Voting on the motion was conducted by paper ballot. The Vice-Chair announced the results, and the Chair confirmed that that the motion was approved by a tally of 63-23.

It was moved, seconded and carried “that Senate adjourn.”

L. Beagrie, Chair ______________________________
M. Armstrong, Secretary ______________________________