



# York University Board of Governors Notice of Meeting

Tuesday, April 30, 2019, 1:30 to 4:30 pm  
5<sup>th</sup> Floor Kaneff Tower, Keele Campus

PAGE

## I. CLOSED SESSION

## II. OPEN SESSION – 1:45pm approximately

1. Chair's Items (P. Tsaparis) *1:45 pm*
  - a. Report on Items Decided in the Closed Session
  - b. Consent Agenda Approval
2. Executive Committee (P. Tsaparis) *1:50 pm*
  - a. Action Taken On Behalf of the Board ..... 1
3. President's Items (R. Lenton) *2:00 pm*
  - a. Federal and Provincial Budget Update
  - b. Kudos Report..... 2
  - c. Homelessness: Networks of Centres for Excellence at York (Stephen Gaetz) *2:20 pm*
  - d. Enterprise Architecture (D. Ipperciel) *2:40 pm*
4. Academic Resources (B. White) *3:00 pm*
5. External Relations (J. Lassonde) *3:10 pm*
6. Finance and Audit Committee (W. Hatanaka) *3:20 pm*
  - a. Spring 2019 Student Referendum Results (For Approval) ..... 8
  - b. Tuition Fee Approval: Graduate Diploma in Law for Law Enforcement Professionals (For Approval) ..... 11
  - c. Ontario Council of University Libraries: Shared Software Services Contract (For Approval) ..... 13
  - d. Next Generation Student Information System (For Approval)..... 15
7. Governance and Human Resources Committee (D. McFadden) *3:45 pm*

8. Investment (J. Demers) <i>3:55 pm</i>	
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• Equities strategy	
• Unconstrained Fixed Income strategy	

9. Land and Property (R. Williamson) *4:10 pm*

10. Other Business *4:15 pm*

11. In Camera Session *4:20 pm*

## **CONSENT AGENDA**

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13. Pension Fund Board of Trustees Appointments .....	42
14. Annual Review: Occupational Health and Safety Policies (For approval) .....	44
a. Occupational Health and Safety	
b. Workplace Violence	
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15. Academic Resources Committee:

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## Board of Governors

### Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair

Date: 30 April 2019

Subject: **Action taken by the Board Executive Committee on behalf of the Board**

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The Executive Committee dealt with three items of business since the last meeting of the Board of Governors. Pursuant to the authority accorded to it under Article VI, 4 of the General Bylaws the Executive Committee approved the following:

- the appointment of Dr Rui Wang as Interim Vice-President Research and Innovation in view of the departure of VPRI Rob Haché to assume the role of President and Vice-Chancellor at Laurentian University.
- the one-year extension of Dezsö Horvath as Dean of Schulich School of Business to 30 June 2020. As the search committee was not able to identify a successor, the search consultants have initiated another round of outreach and the search committee has broadened the scope of possible candidates for the position.
- the negotiated settlement for the renewal of the collective agreement with OPSEU 578 Unit 1, for three years to April 30, 2021, conditional on its ratification by Union members.

Additional information on any of these items can be provided upon request.

# PRESIDENT'S KUDOS REPORT

APRIL 2019



Five emerging scholars have been chosen as the 2019 [York Science Fellows](#) and will join the Faculty of Science with postdoctoral fellowships:

- Meera Mehta, who will work with Professor Chris Caputo in the Department of Chemistry;
- Leo Yvonne Alcorn, who will work with Professor Adam Muzzin in the Department of Physics and Astronomy;
- Mohammad Naderi, who will work with Professor Raymond Kwong in the Department of Biology;
- Hanmeng Zhan, who has been collaborating with Professor Ada Chan in the Department of Mathematics and Statistics;
- and Mariana Bleker de Oliveira, who will work with Professor Sergey Krylov in the Department of Chemistry.



York University's writer-in-residence, [Hédi Bouraoui](#), was formally invested as a member of the Order of Canada in recognition of his tremendous body of work and his advocacy for French-language literature.



Professors [Michael Helm](#) and [Mark Jurdjevic](#) have been awarded prestigious Guggenheim Fellowships in recognition of their artistic achievements and literary promise.



Psychology [Professor Robert T. Muller](#) and [three students](#) in the Trauma & Attachment Lab were recognized at the 36th annual meeting of the International Society for the Study of Trauma & Dissociation (ISSTD) with two distinct awards for their work in trauma research:

- Professor Robert T. Muller received the prestigious Written Media Award;
- Students Kristina Cordeiro, Laura Goldstein [not pictured] and Meghan Oliver won Top Research Poster.



York University has been ranked 26th in the world and 5th in Canada in the [Times Higher Education Impact Ranking](#), which assesses universities based on the United Nations' 17 Sustainable Development Goals.



School of Arts, Media, Performance & Design alumnus [Leighton Alexander Williams](#) (BFA '14) was received the Emerging Artist Award as part of the Ontario Arts Council's Premier's Awards for Excellence in the Arts.



Geography PhD candidate Colin Sutherland has been named among the Top 25 Finalists in the 2019 [SSHRC Storytellers Competition](#) for his video examining wildfire management in national parks and the perception of wildfires as surprise disasters. The contest challenges students to explain in, under three minutes or 300 words, how their SSHRC-funded research is making a difference in the lives of Canadians.



Osgoode students [Robel Sahu](#), [Lindsay Stitt](#) and [Adam Voorberg](#) won first place in the International Academy of Dispute Resolution's International Law School Mediation Tournament in Athens, Greece.



The Schulich School of Business has launched the [Master of Management in Artificial Intelligence](#) (MMAI) degree program. The new program is specifically designed to meet the growing need for business leaders who combine experience with advanced AI technology and professional business skills.



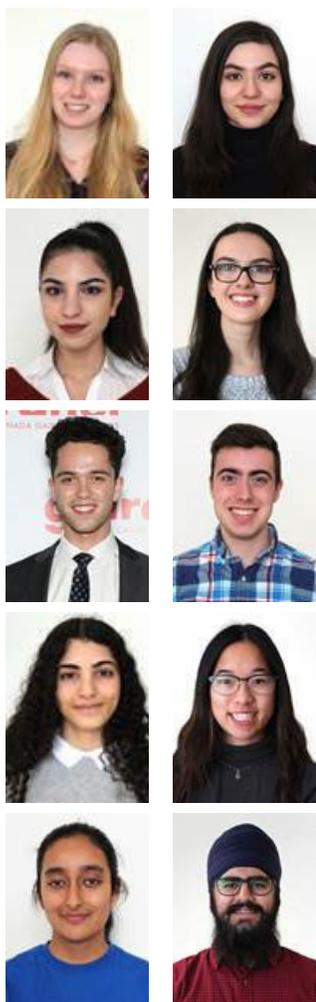
Psychology Professor [Joel Katz](#) has been recognized with a prestigious honour by the American Psychological Association (APA) for his contributions to pain research.



124 undergraduate students enrolled in programs in the Faculty of Liberal Arts & Professional Studies (LA&PS) were honoured at the eighth annual [Celebration of Student Academic Excellence](#), which recognized achievements from the 2017-18 school year.



Schulich alumnus Ali El-Shayeb (iBBA '17), seven-time hackathon award winner and founder of start-up [nugget.ai](#), was named a member of the [Developer 30 Under 30](#) by Evoke, one of the largest developer conferences in Canada.



Ten first-year students from the Faculty of Science were chosen as the inaugural recipients of the [York Science Scholars Award](#), which includes an entrance scholarship and a summer research placement:

- Annabelle Audet;
- Hila Akabari;
- Dayana Davoudi;
- Sophie Eisen;
- Jacob Fine;
- Pablo Gonzalez;
- Coral Hillel;
- Stephanie Lo
- Davneet Parmar; and
- Sahib Madahar.

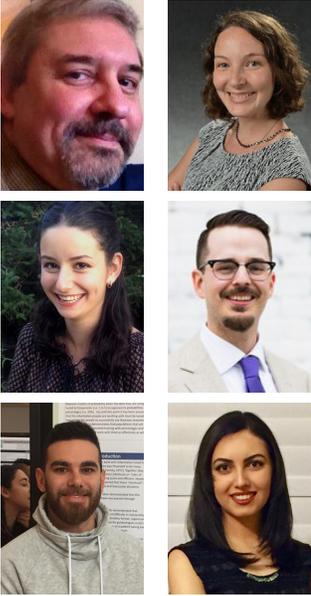


Kellog-Schulich alumnus [Wilton Wong](#) (EMBA '17) has been recognized among industry colleagues in Auto Remarketing's Under 40 list, which honours young people who are making an impact on Canada's auto industry.



Two Lassonde students have received the Nascent [Co-Op and Internship Student of the Year](#) award in recognition of their exceptional contribution to their respective co-op/internship employers and their involvement in the Lassonde community:

- Sonia Kodgule, third-year Mechanical Engineering student;
- and Brandon Loy, fourth-year Electrical Engineering student.



Psychology professor Christopher Green and nine of his students have received the [Best Article award](#) from the Canadian Psychological Association for their article on using innovative digital methods to discover incorrect statistical result reporting in journals. The students include:

- Sahir Abbas;
- Arlie Belliveau;
- Nataly Beribisky;
- Ian J. Davidson;
- Julian DiGiovanni;
- Crystal Heidari;
- Shane M. Martin; [Not pictured]
- Eric Oosenbrug; [Not pictured]
- and Linda M. Wainewright. [Not pictured]



York University announced its partnership with SHAD, a unique experiential learning program rooted in the STEM fields that provides exceptional high school students the opportunity to attend a month-long program in residence at host universities. York University has been designated a [Canadian SHAD campus](#), and will host a 27-day enrichment program this summer, helping to foster youth interest in STEM and entrepreneurship.



Faculty of Liberal Arts & Professional Studies professor [Caroline Shenaz Hossein](#) has been recognized with an award from the International Association for Feminist Economics for her book *Politicized Microfinance: Money, Power and Violence in the Black Americas*. The book won the inaugural Suraj Mal and Shyama Devi Agarwal Book Prize, which recognizes texts that demonstrate new pathways in theory or analysis on gender and the economy.



Psychology professor [Richard Murray](#) has been awarded the 2019 Faculty Teaching Award from the Faculty of Graduate Studies in recognition of his innovative course design and dedication to enhancing student learning. Professor Murray is also a member of the Centre for Vision Research and a Core Faculty Member in Vision: Science to Applications (VISTA).



Graduate students Lina Deker, Iris Yusupov, and Kasey Coholan took first, second and third place, respectively, in the annual York University [Three Minute Thesis](#) competition, while Nataly Beribisky won the People's Choice Award. Deker advances to the provincial 3MT competition where she will represent York University.



York University President's Ambassadors [Rana Nasrazadani](#) and [Aria Kamal](#) were selected to represent the ridings of Beaches-East York and Barrie-Innisfil respectively in the House of Commons for Daughters Of The Vote 2019, a political leadership program for emerging young women leaders.



Schulich students Jaelyn Shapiro (MMgt '19) and Michelle Vacarciuc (MMgt '19) won first place in the annual [Canada's Next Top Ad Executive](#) competition, beating more than 180 teams from across the nation. The pair were also awarded the Market Research Award for providing the most insightful and innovative use of data for the competition.



Osgoode Professor [Eric Tucker](#) received the 2019 Sefton-Williams Award for Contributions to Labour Relations in recognition of his extensive work in occupational health and safety regulation. This marks the second year in a row the prize will go to a York faculty member.



[Blade Filters](#), a startup company created by graduates of Innovation York's LaunchYU Accelerator program, won the 2019 Aird & Berlis StartupSource Market Entry Award, which includes both a \$12,500 cash prize and an equal amount in StartupSource legal services.

APPOINTMENTS



[Rui Wang](#) has been appointed Interim Vice-President of Research and Innovation, effective May 1, 2019. Dr. Wang will lead the continued intensification of research and innovation at the University while continuing to serve as the Deputy Provost responsible for planning York's permanent presence in Markham.



Faculty of Education Dean and Professor [Lyndon Martin](#) has been appointed Vice-Provost Academic of York University and will begin his term on July 1, 2020.



Osgoode Professor [Steven Hoffman](#), who also serves as director of the Global Strategy Lab and Scientific Director of the Canadian Institutes of Health Research's Institute of Population and Public Health, has been selected as chair of the International Network for AMR Social Science (INAMRSS), a newly launched international consortium that focuses on antimicrobial resistance research collaboration.



Disability advocate, lawyer and alumna [Marian MacGregor](#) (MA '13) has been appointed Executive Director of York University's Centre for Human Rights, Equity & Inclusion. This appointment marks her return to York, where she previously served as Interim Director of the Centre for Human Rights, Equity & Inclusion, as well as Director of Osgoode's Community and Legal Aid Services Program (CLASP).

## Board of Governors

### Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 30 April 2019

Subject: Spring 2019 Student Referendum Results

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### Recommendation:

**The Finance and Audit Committee recommends that the Board of Governors approve the following referendum results:**

1. **Pro Tem:** For Glendon undergraduate students; increase this levy by \$.10 for a new total of \$.20 per credit and index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.
2. **Glendon College Student Union:** For Glendon undergraduate students; increase this levy by \$.18 per credit for a total of \$3.00 per credit and index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.
3. **Regenesis Environmental and Community Initiatives at York:** For Glendon undergraduate students; increase this levy by \$.20 per credit for a total of \$.35 per credit and index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.
4. **Regenesis Environmental and Community Initiatives at York:** For all graduate students; increase this levy by \$1.75 per term for part-time students and \$3.50 per term for full-time students for a total of \$2.53 and \$5.06 respectively and index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.
5. **Lassonde Engineering Society:** For all Lassonde Bachelor of Engineering students; establish a new levy of \$1.00 per credit with a provision to opt-out and index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.

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6. **World University Services Canada:** For all Osgoode Juris Doctorate students; increase this levy by \$1.05 per term for a total of \$1.50 per term and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.
7. **World University Services Canada:** For all Graduate students; implement a new levy of \$1.00 per term for full-time students and \$.50 for part-time students, with a provision to opt-out, and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index.

### **Background:**

The Spring Referendum took place in March 2019. The online yuvote platform was used throughout the voting period which ran March 19-22.

The following 8 questions achieved quorum and passed with more than 50% vote in favour:

1. Currently, Pro Tem receives a student levy of \$.10 per credit. Are you in favour of increasing this levy by \$.10 for a new total of \$.20 per credit and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

*Eligible voters (**Glendon Undergraduate Students**): 2693 (270 quorum); Yes: 248; No: 58; Abstain: 20*

2. Currently the Glendon College Student Union receives a student levy of \$2.82 per credit. Are you in favour of increasing this levy by \$.18 per credit for a total of \$3.00 per credit and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

*Eligible voters (**Glendon Undergraduate Students**): 2693 (270 quorum); Yes: 220; No: 68; Abstain: 19*

3. Currently, the Regenesis Environmental and Community Initiatives at York receive a student levy of \$.15 per credit. Are you in favour of increasing this levy by \$.20 per credit for a total of \$.35 per credit and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

*Eligible voters (**Glendon Undergraduate Students**): 2693 (270 quorum); Yes: 291; No: 36; Abstain: 22*

4. Currently, the Regenesis Environmental and Community Initiatives at York receive a student levy of \$.78 per term for part time students and \$1.56 per term for full time students. Are you in favour of increasing this levy by \$1.75 per term for part time students and \$3.50 per term for full time students for a total of \$2.53 and \$5.06

## Board of Governors

respectively and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

Eligible voters (**All Graduate Students**): 5855 (586 quorum); Yes: 589 No: 71; Abstain: 16

5. Are you in favour of establishing a new levy for the Lassonde Engineering Society of \$1.00 per credit, with a provision to opt-out and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

Eligible voters (**Lassonde Undergraduate Students**): 1614 (162 quorum); Yes: 123; No: 69; Abstain: 7

6. Currently the World University Service of Canada (WUSC) receives a student levy of \$.45 per term, with the provision that you can opt out. Are you in favour of increasing this levy by \$1.05 per term for a total of \$1.50 per term and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

Eligible voters (**Osgoode Juris Doctorate Students**): 954 (96 quorum); Yes: 81; No: 58; Abstain: 8

7. Are you in favour of establishing a new levy for the World University Service of Canada (Keele) of \$1.00 per term for full-time students and \$.50 for part-time students, with a provision to opt-out and to index the levy to annually increase or decrease in accordance with the Toronto Consumer Price Index?

Eligible voters (**All Graduate Students**): 5855 (586 quorum); Yes: 498 No: 87; Abstain: 44

8. *No Fee Change At this Time but Permission to Negotiate New Fee:*

Currently JD students pay a fee of \$254.52 to be members of the York Federation of Students Health Plan. Upon consultation with its constituents, do you permit the Legal and Literary Society to be able to determine the provider of future health plans for JD Students. This may result in a change in the fees and types of benefits based on the plan chosen.

Eligible voters (**Osgoode Juris Doctorate Students**): 954 (96 quorum); Yes: 171; No: 23; Abstain: 9

The referendum was conducted in compliance with the University approved [framework on Student Referendum](#).

## Board of Governors

### Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 30 April 2019

Subject: Tuition Fee Approval – Graduate Diploma in Law for Law Enforcement Professionals

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### Recommendation:

**The Finance and Audit Committee recommends that the Board of Governors approve the following tuition fees for a new two-year, part-time Graduate Diploma in Law for Law Enforcement Professionals:**

- a) domestic part-time tuition fee of \$2,100 per term for six terms (\$12,600) effective Winter 2020 (excludes centrally collected ancillary and student referenda fees)**
- b) international part-time tuition fee of \$3,500 per term for six terms (\$21,000) effective Winter 2020 (excludes centrally collected ancillary fees and student referenda fees)**

### Background and Rationale:

The Graduate Diploma in Law for Law Enforcement Professionals (GDLLE) was approved by Senate on 28 February 2019 and is currently awaiting quality assurance approval.

The 18-credit free-standing graduate diploma will run on a part-time basis over 6 active terms (2 years), beginning Winter 2020. The program, offered through the Osgoode Professional Development Centre (OPD), is intended for law enforcement professionals and it covers key aspects of Canadian criminal, constitutional, evidence, policing, human rights, regulatory, and employment laws relevant to the law enforcement community. The program will be delivered through a combination of in-person and live two-way videoconference classes.

## Board of Governors

The GDLE is half the credit weight and half the fee of the Professional LLM program, also offered through OPD. The GDLE is also similar to the Police Leadership program, offered at University of Toronto's Rotman School of Management, which is focused on experienced law enforcement professionals and next-generation leaders, and charges a fee of \$12,500 for three weeks of intensive course experience.

The program will be offered as a full-cost recovery program and no funding from the government is being sought. It is unlikely that students in this program would qualify for provincial financial assistance.

## Board of Governors

### Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 30 April 2019

Subject: Ontario Council of University Libraries: Shared Software Services Contract

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### Recommendation:

**That the Board of Governors approve entering into a 10-year agreement with Ex Libris Inc. at an estimated cost of \$2.7M exclusive of HST.**

### Background and Rationale:

The Ontario Council of University Libraries (OCUL) and the Council of Ontario Universities (COU) issued an expression of interest to member institutions requesting confirmation to participate in a collaborative Request for Proposal (RFP) process for the procurement and implementation of a Shared Library Services Platform (LSP). In 2017, the University signed a Letter of Intent with OCUL to participate in this collaborative process. The University of Ottawa agreed to lead the process on behalf of OCUL members, and it posted an RFP for public competition. Ex Libris was selected to supply the shared software (SaaS) platform.

York procurement services conducted its own due diligence to confirm that the RFP evaluation and selection process had been managed in an open, fair and transparent manner, in accordance with the Province's Broader Public Sector Procurement Directive.

York University Libraries (YUL) currently use four separate systems to handle resource management. Managing these disparate systems, that are not integrated, is time-consuming and requires significant duplication of work. More importantly, the current systems saddle York students and faculty with a discovery experience that pales in comparison to what is offered at most peer institutions and at most university libraries in North America. The proposed system will enhance research and student learning and is aligned with the priorities in the University Academic Plan.

## Board of Governors

The proposed system offered through ExLibris Inc., will bring together streamlined and integrated workflows across a broad range of functions, including acquisitions, cataloguing, circulation, and complete e-resource management. It will also provide users with a robust and fulsome discovery experience for all YUL and Osgoode Law Library resources, with much improved access to the significant body of electronic resources. The need for the multiple systems currently in place will be eliminated.

Furthermore, the shared software will open more avenues to work with partner institutions, especially in areas related to e-resource management, which is a tricky terrain and which currently requires partners to do individually.

In deciding whether to participate in this shared procurement initiative, the University has ensured through the Chief Information Officer that a shared library services platform is compatible with the existing IT universe and future plans for enterprise architecture.

### **Contract Terms / Details:**

The following thirteen Ontario universities agreed to participate under the negotiated agreement established by the OCUL and COU, and correspondingly agreed to share the costs, including one-time implementation, annual subscription and related ongoing operational costs:

- Brock University
- Carleton University
- University of Guelph
- Lakehead University
- Nipissing University
- University of Ontario Institute of Technology
- University of Ottawa
- Queen's University
- Trent University
- University of Waterloo
- Western University
- Wilfred University
- York University

As this contract is projected to exceed \$2M over the course of 10 years, it requires Board of Governors approval.

# Board of Governors

## Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 30 April 2019

Subject: Next Generation Student Information System

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### Recommendation:

**That the Board of Governors approve a budget of \$41M, inclusive of HST, for the acquisition and implementation of a new Student Information System.**

### Background and Rationale:

In September 2018, the Board, through the Finance and Audit Committee, was updated on the University's Enterprise Architecture – the foundation on which future projects can be built, and the creation of an integrated information technology (IT) environment that enhances the University's ability to approach and resolve complexities. York's IT ecosystem has many interfaces and dependencies. A fundamental component of the University's technical infrastructure is the Student Information System (SIS).

The University is currently using a 20-year old homegrown SIS. The technical and functional parameters of the system lag well behind current technologies in this sphere and this significantly hinders the possibility of realizing a coherent, integrated technical environment, as well as our capacity to deliver the highest standard in student experience. In an increasingly competitive environment, York is falling behind in a sector where other institutions have moved to the next generation of student information systems (in 2014, only 5% of Canadian universities had a homegrown SIS).

### Risks to the institution include:

#### *Technical risks:*

- the obsolete technology is not nimble enough for current requirements
- maintenance of the system due to loss of skills and knowledge related to retirements over the next 5 years

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### *Security risks:*

- system must be upgraded in-house and has a greater downtime than proprietary systems

### *Functional risks:*

- the existing SIS has become a barrier to our ability to rapidly adapt and respond to emergent competitive opportunities, particularly with regard to admissions strategies
- the current system does not provide the data intelligence tools required to support our strategic enrolment management priorities, leaving us unable to assess and respond to enrolment challenges

For York to meet its reputational, quality and enrolment aspirations, the University must improve its data intelligence. This strategic resource must cover the entire student lifecycle from admission through convocation to fuel enhancements to the student experience, such as targeted academic and non-academic programming, as well as personalized services. There are several institutional initiatives underway that will be amplified if underwritten by a next generation student information system, providing complex, intersectional information. These include Institutional Integrated Resources Plan (IIRP) priorities such as advising and student service excellence, early alert, and international enrolment growth.

### **Benefits include:**

#### 1. Enhanced student experience

- better, personalized service to a diversified body of students; e.g.: student-facing features (online and mobile), better curriculum planning, a holistic view of student needs – academic, financial, special needs, etc.
- better programs and curricula; e.g.: possibility of various curriculum pathways, innovative programming (e.g. micro-credentials, competency-based education, experiential learning)
- better space efficiency; e.g. blended learning

#### 2. Improved Data and Business Intelligence

- vital to leveraging data to justify value
- introduction of predictive analytics: important for competitiveness

## Board of Governors

- better and faster reporting possibilities; including institutional reporting required for Ministry funding requirements
  - easier to integrate new services; e.g. curriculum manager, program audit or other forward-looking initiatives, student financial information
  - better handling of complexities (e.g. dual degrees)
3. Better Financial Management in the SHARP context
- enhancement of data transparency; e.g. better capacity to relate enrolment information to revenues; live feed on financial numbers; ability to determine fee allocation to Faculties as required by SHARP
  - better access to key data, e.g.: data intelligence for intake and retention
  - capacity to create integrated business processes & workflow
  - substantive increase in performance management of a billion-dollar enterprise
  - increased ability to innovate or rapidly adapt/respond to emergent needs
4. Creation of a foundation on which to grow and innovate: Enterprise Architecture (EA)
- SIS is the cornerstone of the proposed EA
  - elimination of fragmentation and duplication of information
  - improved efficiency of processes and new possibilities in terms of data availability, automation, etc.
5. Increased reliability and security of a Software as a Service (SaaS)

### **Funding**

The University will be using the proceeds from the Debenture issued in 2016, along with internal central reserves, to fund this project:

Internal Central Reserves	\$29.6M
Allocation of Debenture	<u>11.4M</u>
Total	\$41.0M

## Board of Governors

### SIS Project Budget Breakdown

Component	Capital	Operation (5 years)	Total
SIS Implementation	\$18.5M	\$7.5M	\$26.0M
Student Master Data	\$2.0M	\$2.5M	\$4.5M
Mobile	\$0.5M	\$0.2M	\$0.7M
OIPA Conversion + Analytics	\$3.5M	\$0.5M	\$4.0M
Identity and Access Management	\$2.5M	\$1.0M	\$3.5M
Integration Platform	\$1.5M	\$0.8M	\$2.3M
TOTAL	\$28.5M	\$12.5M	\$41.0M

A 20% (\$8.2M) contingency is included in the total project budget.

### Development of Project Budget

Estimations were based on a breakdown of projects within the SIS program, which took the following elements into consideration:

- Software costs
- Hardware costs
- Number of external resources
- Additional related costs:
  - Project Management
  - Security
  - Change Management
  - Operationalization
  - Contingency (20%)

A 20% contingency reserve is reasonable given the following assumptions:

- Estimates are based on an analysis from our consultant (KPMG), who has the experience and expertise in SIS implementations across Canada
- They are in line with other similar SIS projects across Canada (Ottawa, Concordia, Montreal, Windsor, McMaster, etc.)

## Board of Governors

- We will follow best practice in terms of SIS processes, so as to minimize customizations (customizations lead to overspending). Change management and SIS steering committee will help with the institution's willingness to change.
- SIS governance and EA governance will help manage scope and institutional buy-in
- SIS governance will ensure we stay in scope

# Board of Governors

## Memorandum

To: Board of Governors

From: Jacques Demers, Chair, Investment Committee

Date: 30 April 2019

Subject: Endowment Portfolio Restructuring

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### Recommendation:

**The Investment Committee recommends that the Board approve the following conceptual structure for the equity allocation of the York University Endowment Fund:**

- 1. A Core-Satellite manager structure to replace the current geographically based structure and that:**
  - **The Core allocation be Global, low volatility, actively managed fund(s);**
  - **The Satellite allocation be Global, concentrated, high conviction, and stylistically diverse actively managed portfolios; and**
  - **The proportion of Core – Satellite allocation be 30% Core – 70% Satellite**
- 2. Unconstrained Fixed Income mandate be added to the fixed income portion of the Endowment Portfolio.**

### Background and Rationale:

In 2018, an asset liability study conducted by Aon recommended that the Equity allocation of the Endowment Fund's Investment Policy be reduced to 50% (from 65%) and the regional allocations be removed. In addition, a 10% allocation to Real Estate was changed to a 20% allocation to Real Assets while a 30% allocation to fixed income assets included a recommendation of 15% allocation to unconstrained fixed income (UFI) mandates.

Subsequently a working group convened in July 2018 to review the Aon study and consider options for equity and fixed income strategies.

## **Board of Governors**

The York University Pension Plan restructured its equity portfolio in July 2018, moving away from a geographic allocation of equities to a core-satellite approach. The Endowment Fund Working Group considered this approach as the preferred alternative for the equity restructuring of the Endowment portfolio.

At the December 2018 meeting of the Board Investment Committee, Aon conducted educational sessions to review the benefits of a core-satellite strategy for equities and an unconstrained fixed income strategy for fixed income. From that discussion, the Committee signaled its support for the Endowment Funding proceeding in this direction.

The attached Appendix A summarizes the findings from the educational sessions.

# York University Endowment

Restructuring the Endowment Portfolio  
Arijit Banik – Interim Treasurer



March 19, 2019  
Investment Committee

# Outline

## Equity Portfolio Restructuring

- Recap: Asset Mix Recommendation
- Equity Structure
- Risk-Return Modeling
- Investment Styles: Current Equity Managers
- Investment Styles: Proposed Equity Managers
- Why Core-Satellite Portfolio is Superior
- Core-Satellite Equity Portfolio (Proposed Allocation)
- Core-Satellite Equity Portfolio (Approval Items)

## Unconstrained Fixed Income

- Unconstrained Fixed Income defined
- Unconstrained Fixed Income (Approval Items)

# Recap: Asset Mix Recommendation

- Aon’s optimization exercise conducted in 2018 provided efficient frontier portfolios with the following changes from the current state<sup>1</sup>:
  - Removing allocation to universe bonds (thereby lowering duration risk) and high yield bonds and allocating ½ of fixed income allocation to unconstrained fixed income
  - Consolidating equity allocation to MSCI ACWI (All Country World Index) rather than geographical split
  - Broadening allocation to real assets to include more global real estate and infrastructure
  - Increase allocation to real assets to 20% of the portfolio

Asset Class	Current Portfolio	Constraint	Future Portfolio Target	
<b>Equities</b>	<b>Target</b>		<b>Target</b>	
Canadian equity	15%		<b>ACWI (All Country World Index)</b>	<b>50%</b>
Global equity	30%			
US small/mid cap	20%			
<b>Total Equities</b>	<b>65%</b>		<b>50%</b>	
<b>Fixed Income</b>				
Canadian bonds - universe	10%			
Canadian bonds short term	10%			15%
Global high yield bonds	10%			
Unconstrained Fixed Income	0%			15%
<b>Total Fixed Income</b>	<b>30%</b>	<b>Capped at 30%</b>	<b>30%</b>	
<b>Alternatives</b>				
Real Estate	5%	Capped at 20%	<b>Real assets</b>	<b>20%</b>
Infrastructure				
<b>Total Alternatives</b>	<b>5%</b>		<b>20%</b>	

(1): Based on predefined constraints, Aon constructed candidate portfolios for each asset mix over 10 years and 1,000 market environments optimized for risk-reward trade-off. Market value of assets of \$476.7M (as at Dec 31, 2017); contributions of \$5M pa subject to Smooth Banded Inflation and annual administrative expenses of 0.06% of the previous year’s Market Value

# Equity Structure

- Current equity portfolio has **not met** expectations over the five years
  - The current equity structure of 15% Canadian, 20% SMidCap U.S., and 30% Global has meant an overweighting to small and mid capitalization stocks and value investment style
  - US equity manager has failed to add value versus benchmark, and has been lagging its peers as a lowest decile performer over 3, 4, and 5 years<sup>2</sup>

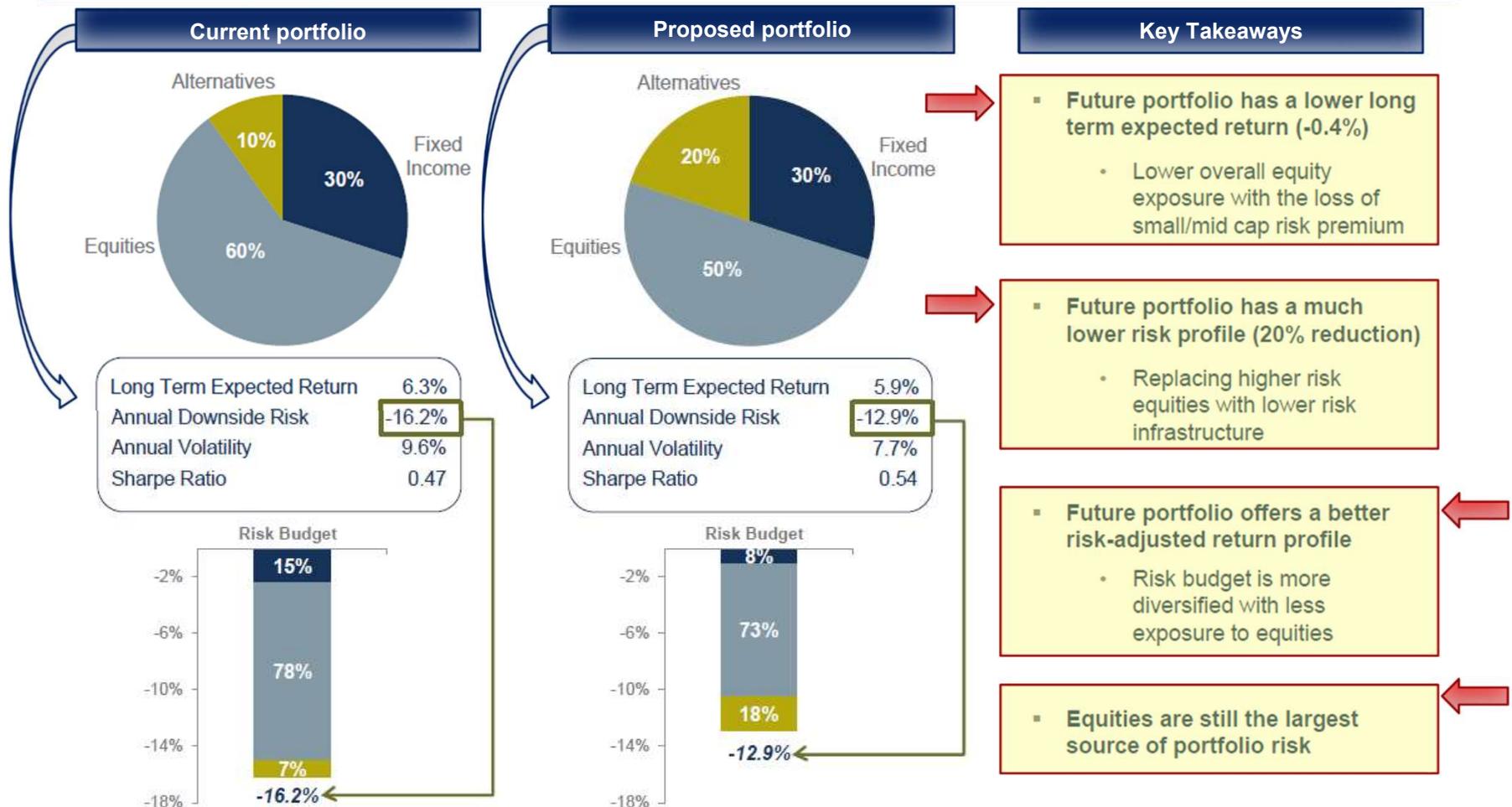
	1 Quarter	6 Months	1 Year	2 Years	3 Years	4 Years	5 Years
▲ Westwood (blended)	-10.9 (20)	-9.8 (39)	-3.0 (57)	0.7 (70)	2.9 (92)	6.1 (95)	8.0 (91)
● Russell 2500	-14.0 (60)	-11.5 (60)	-2.0 (51)	3.4 (55)	6.7 (56)	9.1 (59)	10.5 (62)
5th Percentile	-6.5	-3.1	11.8	14.4	12.5	15.0	15.0
1st Quartile	-11.6	-8.2	3.2	7.7	8.9	11.5	12.6
Median	-13.3	-10.5	-1.9	4.0	7.1	9.7	11.2
3rd Quartile	-14.7	-13.1	-5.2	0.3	4.7	7.7	9.4
95th Percentile	-18.0	-16.8	-11.0	-4.1	1.9	5.4	7.0
Population	104	104	104	104	104	104	104

Parenteses contain percentile rankings.  
Source: Aon Manager Universe

- Future equity portfolio recommendations
  - A global approach allocating of risk away from countries in favour of security selection
  - Introduction of global active low volatility equity mandates to diversify risk
  - A global low volatility core portfolio complemented by a set of high conviction managers of varying styles
  - Core portfolio increase diversification with lower volatility; Satellite portfolio reaches for alpha

# Risk-Return Modeling<sup>3</sup>

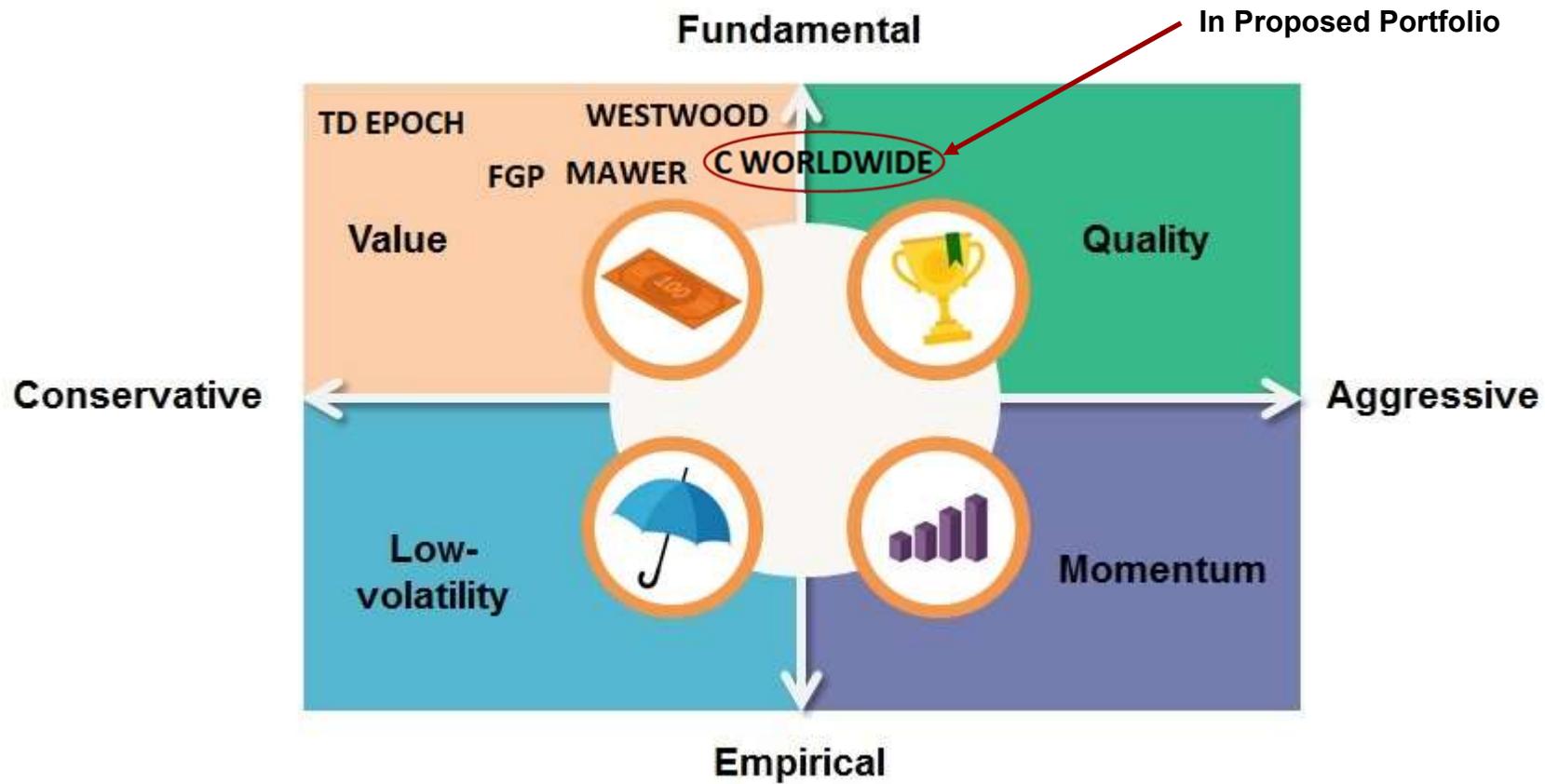
Proposed portfolio has a better risk-adjusted profile



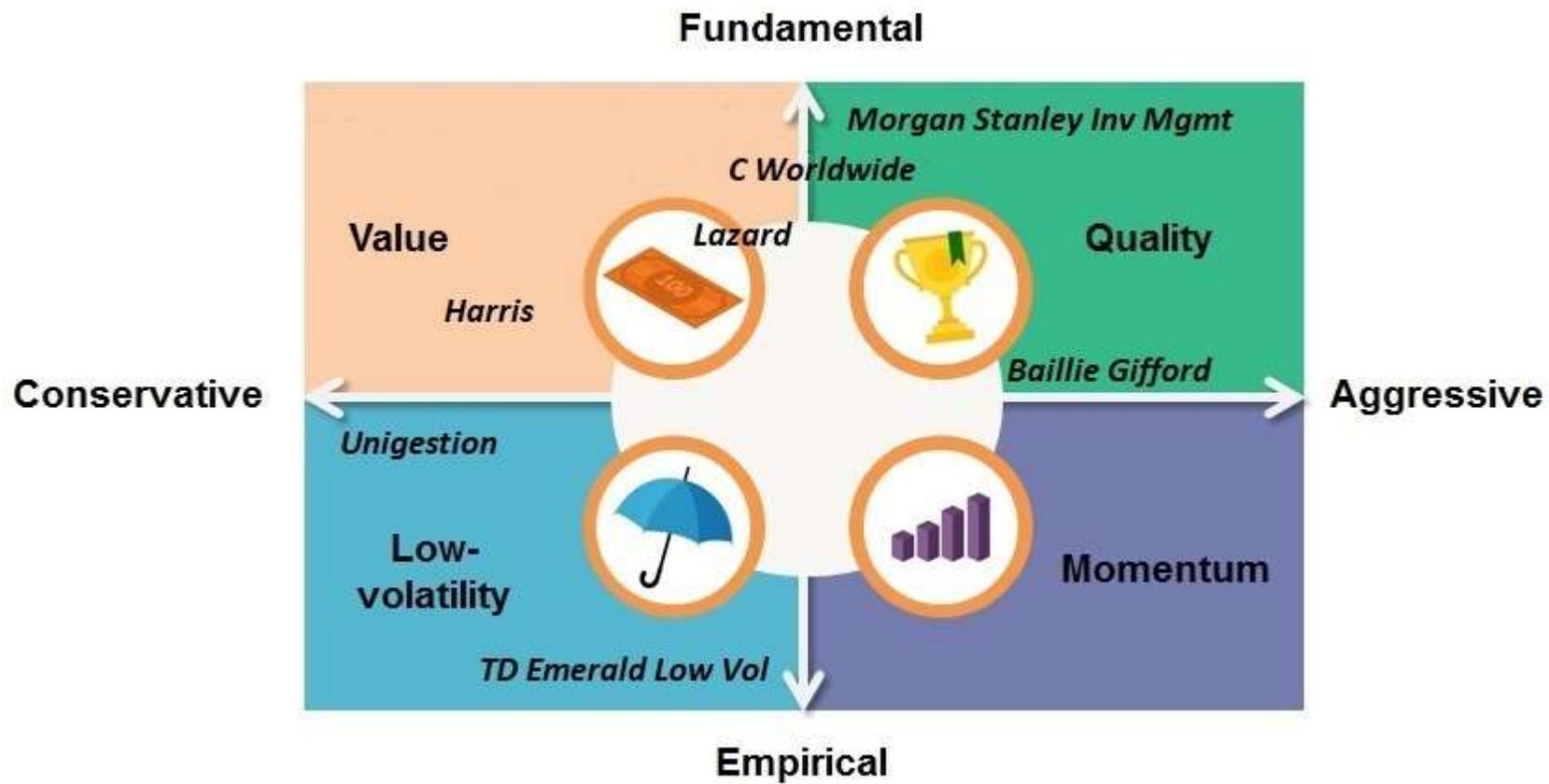
Hypothetical performance analyses are for illustrative purposes only and there is no guarantee that hypothetical returns or projections will be realized.

(3): Endowment portfolio analysis conducted by PH&N (November 2018). Risk was measured by annual downside risk (CVaR 95), or expected annual loss during the worst 5% of capital market outcomes

# Investment Styles: Current



# Investment Styles: Proposed



# Why Proposed Portfolio is Superior

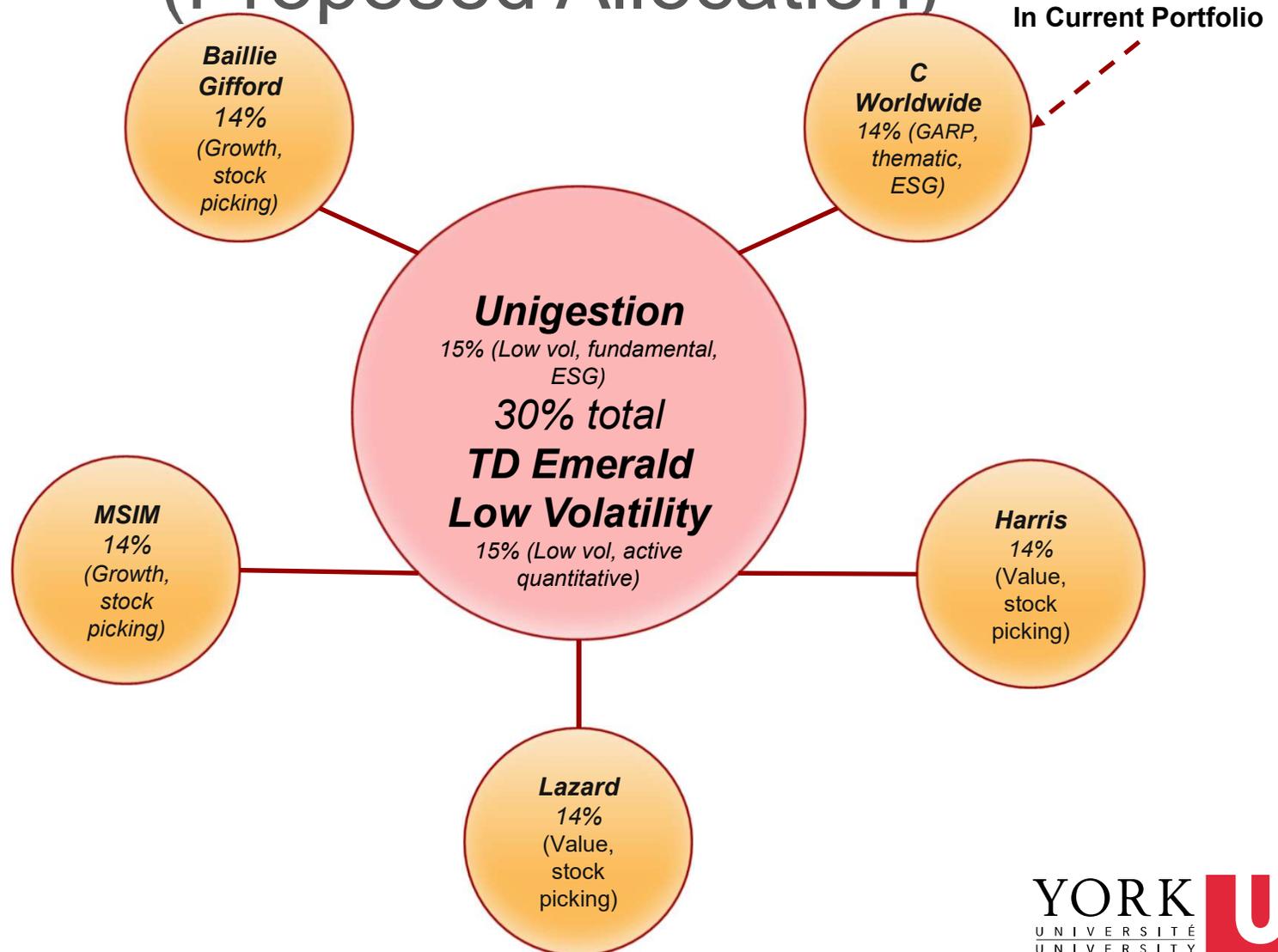
Investment managers employ various investment styles

Investment Style	Focus
Growth	Identify companies they believe will generate superior long-term earnings growth higher than consensus growth rates implicit in the share price.
Value	Value managers seek to identify companies that are undervalued by the market and are trading at a discount to their intrinsic value.
GARP (Growth at a reasonable price)	This strategy combines both value and growth factors and seeks to gain exposure to growth stocks that are attractively priced.
Income	Emphasis on generating income by investing in companies that offer higher dividend yields than the overall market.
Thematic	Identify companies that will be beneficiaries of investment themes that will materialise over the long term, e.g. urbanisation, climate change solutions.
Defensive/Low Volatility	Construct a lower risk portfolio of companies with stable earnings profiles and less volatile share price movements that will provide greater capital preservation during periods of market declines.
Socially Responsible Investing	Invest in companies that have a positive impact on society and/or the environment while avoiding those companies from sectors considered to have a negative impact, e.g. tobacco, gambling.
Momentum	A strategy that seeks to benefit from short-term trends in pricing on the assumption that the trends will persist e.g. buying stocks whose share prices have risen and selling those whose prices have declined.

*The Current Portfolio's equity strategy has: (i) Value bias; (ii) SMID cap bias; (iii) Geographical bias weighted to North America; and (iv) Higher volatility*

*The Proposed Portfolio's equity strategy has: (i) greater diversification by investment style; (ii) Unconstrained market capitalization; and (iii) Lower volatility*

# Core – Satellite Equity Portfolio (Proposed Allocation)



# Core – Satellite Equity Portfolio (Approval Items)

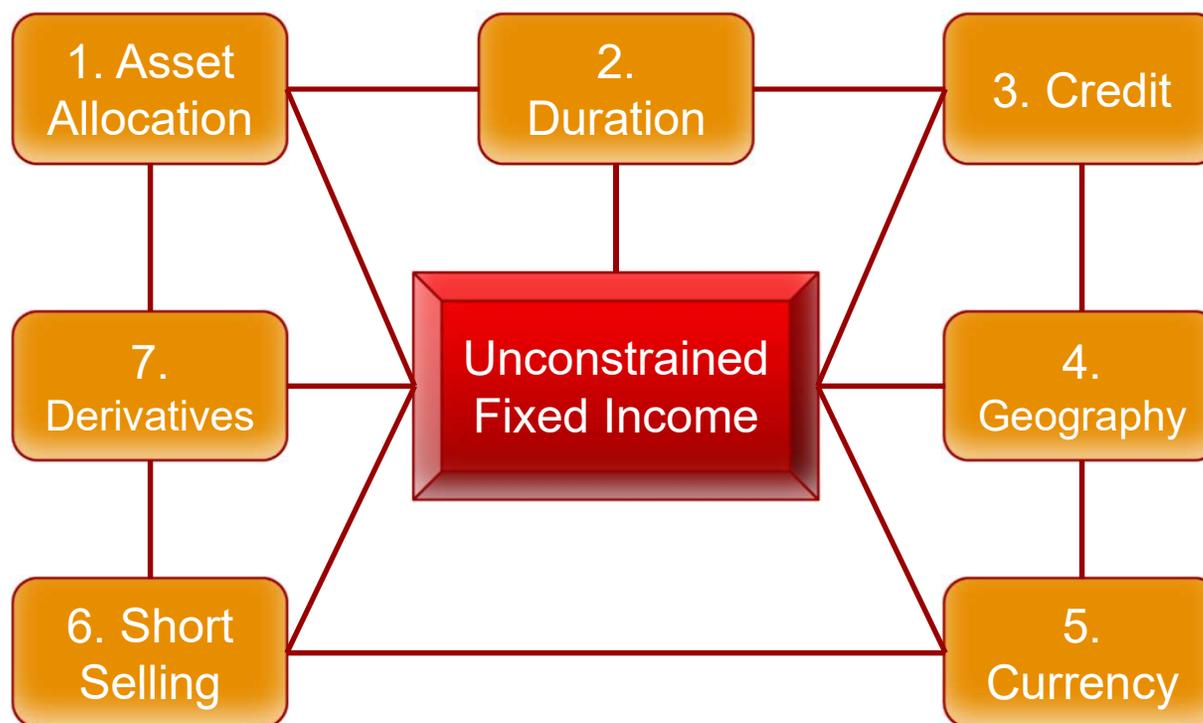
For Investment Committee Approval:

(1) Move to Core-Satellite Equity Allocation

(2) Proposed Core-Satellite Investment Manager (IM) Allocation

# Unconstrained Fixed Income means...

1. Not being tied to a benchmark
2. Having the ability to lengthen or shorten the portfolio's duration in response to interest rates
3. Taking advantage of inefficiencies in credit markets
4. Investing anywhere in the world
5. Purchasing bonds denominated in (almost) any currency
6. Having the freedom to short
7. Using options and other derivatives to hedge against losses (i.e. being defensive) or enhance returns through levered positions (i.e. being opportunistic)



# Unconstrained Fixed Income (Approval Items)

For Investment Committee Approval:

(3) Add UFI mandate to Fixed Income Allocation

(4) Aon to conduct UFI Manager Search

End



## York University Board of Governors - Minutes

**Meeting:** Open Session 26 February 2019 at 2:30 pm  
 5<sup>th</sup> Floor Kaneff Tower, Keele Campus

### Present:

Paul Tsaparis, Chair  
 Francesca Accinelli  
 Max Gotlieb - by telephone  
 Bill Hatanaka  
 Konata Lake  
 Loretta Lam  
 Julie Lassonde  
 Ilana Lazar  
 Rhonda Lenton  
 David McFadden  
 David Mutimer  
 Helen Polatajko  
 Anita Ramjattan  
 Eugene Roman  
 George Turlakis  
 Bobbi White  
 Randy Williamson

Maureen Armstrong, Secretary  
 Kathryn White, Assistant  
 Secretary

### Regrets:

Jacques Demers  
 Antonio Di Domenico  
 Laura Formusa  
 Debbie Jamieson  
 Vijay Kanwar  
 Earle Nestmann  
 Joel Roberts  
 Ken Silver  
 Ajay Virmani

### Others:

Anthony Barbisan  
 Terry Carter  
 Aldo DiMarcantonio  
 Vinitha Gengatharan  
 Lisa Gleva  
 Jane Goodyer  
 Rob Haché  
 Alice Hovorka  
 Barbara Joy  
 Ran Lewin  
 Weiling Li  
 Tom Lobel  
 Carole Malo – New governor  
 Carol McAulay  
 Paul McDonald  
 Neville McGuire  
 JJ McMurtry  
 Jeff O'Hagan  
 Pam Persaud  
 Bud Purves  
 Louise Spencer  
 Cheryl Underhill  
 Susan Webb

Elaine MacRae, Governance  
 Coordinator

## I. Open Session

### 1. Chair's Items

Governors and community members were welcomed to the 458<sup>th</sup> meeting of the Board of Governors of York University.

The Chair extended congratulations to Vice-President Research & Innovation Rob Haché who was appointed the 11<sup>th</sup> President and Vice-Chancellor of Laurentian University, and expressed appreciation for his work to advance the York research agenda. The Chair also noted the retirement of University Secretary and General Counsel Maureen Armstrong at the end of June, and thanked her for her support for the

## York University Board of Governors - Minutes

Board and contributions to York. Governors will have an opportunity to wish them well at the annual Hail and Farewell in June.

### a. Report on Items Decided in the Closed Session

The Chair reported that the following items were decided in the closed session:

- The appointment of Professor Sarah Bay-Cheng as Dean of the School of the Arts, Media, Performance & Design for a five-year term commencing 1 July 2019.
- The appointment of four individuals to the Board of Governors for four-year terms from 27 February 2019 to 30 June 2023: David Garg, Carole Malo, Dee Patterson and Narendra Singh.

Regarding the appointments to the Board, the Chair highlighted the breadth of professional and voluntary experience that the new Governors bring to the Board.

In addition to the decision items, Governors received an update on Enterprise Risk Monitoring from President Lenton, Vice-President Finance and Administration Carol McAulay and Director of Internal Audit Ran Lewin, and had an opportunity for discussion on the topic.

### b. Consent Agenda Approval

The Board approved by consent the minutes of the meeting of 27 November 2018.

### c. Board Retreat Agenda

The Board received an update on the planning for the Board Retreat, scheduled for 3 and 4 May 2019. The agenda will be focused on discussion of the University's strategic plan.

## 2. Executive Committee

### a. Action Taken on Behalf of the Board

Referring to the written report circulated with the agenda, the decisions taken by the Executive Committee on time-sensitive matters were noted. The Board was advised of two additional decisions that had been taken by the Executive Committee immediately prior to the Board meeting – the approval of the negotiated settlements for the renewal of collective agreements with CUPE Local 1356-1 and OPSEU 578 Unit 2.

### b. Senate-Board Jurisdiction Matter: Special Joint Working Group

Referring to the documentation distributed with the agenda, the Chair spoke to the proposal for a Special Joint Senate-Board Working Group and indicated that the Board

## York University Board of Governors - Minutes

would review and confirm the proposed Board representatives on the Working Group during the *In Camera* session. Following brief discussion, it was duly *agreed that the Board of Governors approve the proposal to establish a Special Joint Senate-Board Working Group on Jurisdiction Related to Cancellation / Suspension of Classes during a Labour Disruption, contingent upon approval by Senate on 28 February 2019.*

### 3. President's Items

#### a. Overview of Recent Developments

President Lenton delivered an engaging presentation, filed with these minutes, on the progress that has been made to advance York's vision and the challenges that have emerged for the University, in which she covered the following themes:

- The three core deliverables for the vision: 1) amplifying scholarship, research, creative activities, innovation and knowledge mobilization for maximum societal impact, 2) preparing globally educated citizens for success in a changing world, and 3) enriching collaboration through elevated community engagement and internationalization.
- Notable successes related to amplifying scholarship, research, creative activities, innovation and knowledge mobilization, including exceeding the \$100M mark in Tri-Council funding and the expansion of Innovation York initiatives such as the YSpace community innovation hub in Markham.
- With respect to preparing globally educated citizens for success in a changing world, innovations in experiential education and new programming to meet emerging needs, such as Lassonde's partnership with Shopify to offer the Dev Degree where students are embedded into development teams in a paid internship opportunity.
- Initiatives to enrich collaboration through elevated community engagement and internationalization, focused on developing an internationalization strategy and positioning York as a hub for cross-sector collaboration through partnerships like the Making the Shift Youth Homelessness Solutions Impact Accelerator.
- The importance of embracing innovation to effectively respond to the challenges that have emerged, such as the cancellation of provincial government funding for Markham Centre Campus, the 10% reduction in tuition fees in 2019-2020 and tuition freeze in 2020-2021, the uncertainty about provincial funding for French-language programming, the labour disruption, and the decline in domestic applications for Fall 2019.

## York University Board of Governors - Minutes

- The themes that surfaced in the pan-university budget consultation as priority areas for investment, as depicted in a word cloud in the presentation, which include deferred maintenance, interdisciplinary scholarship, teaching and learning and the faculty complement.
- Other opportunities that will be pursued to mitigate the challenges, such as undertaking a comprehensive assessment of the University's finances, diversifying and increasing revenue sources, participating in a benchmarking exercise on administrative services, and beginning to prepare for the third Strategic Mandate Agreement with the provincial government.

### b. Kudos Report

The report as distributed was noted.

## 4. Academic Resources

On behalf of the Committee, Ms White provided a summary of key items of business discussed including updates on Fall 2019 applications data, the complement renewal strategy, the creation of a cross-Faculty planning and governance structure, the process to establish a new Faculty focused broadly on environmental themes, Innovation York and the first YSpace Annual Report, the York Research Leaders Gala, the selection of York to host a new Networks of Centres of Excellence, and a briefing on the quality assurance process.

### a. President's Report on Appointments, Tenure and Promotion

Documentation was noted. It was duly *agreed* **that the Board of Governors approve the President's February 2019 report on appointments, tenure and promotion.**

## 5. External Relations

A document describing the Points of Pride was distributed at the table; it is filed with these minutes. On behalf of the Committee, Ms Lassonde reported that the Committee had received communications and alumni engagement updates, and encouraged Governors to subscribe to Y-File.

## 6. Finance and Audit Committee

On behalf of the Committee, Mr Hatanaka provided a summary of the key items of business discussed, including a budget update from the Provost and Vice-President Finance and Administration which reported that both tuition revenue and the projected deficit are better than forecast for 2018-2019. The Committee also received updates on the external audit and the Internal Audit Status Report.

## York University Board of Governors - Minutes

### a. Capital Projects

#### *Sherman Health Science Research Centre – Building Expansion*

The documentation was noted. It was duly *agreed* that the **Board of Governors approve a \$43.5M budget for the construction of a NeuroScience Facility and additional office space, constructed as an expansion to the Sherman Health Science Research Centre, which includes funding for refurbishment of space vacated in the Behavioural Science Building as a result of the construction.**

#### *York Lions Stadium Conversion Project – Budget Amendments*

Mr Hatanaka advised that the amended project scope includes the reconfiguration of the track to allow for the expansion of the turf area, in addition to the installation of artificial turf and a seasonal inflatable dome, enabling Athletics & Recreation to maximize use of the facility which will generate additional revenue. It was duly *agreed* that the **Board of Governors approve an increase of \$3M to the \$8.2M Lions Stadium Conversion Project budget for a total project budget of \$11.2M, inclusive of HST.**

### b. Fees

#### *Tuition*

Approval for tuition fee changes was requested under the New Tuition Fee Framework introduced by the Ministry of Training, Colleges and Universities in January 2019, which requires a 10% reduction to tuition levels for programs eligible for government operating grants relative to 2018-2019 and a freeze at 2019-2020 levels for 2020-2021. It was duly *agreed* that the **Board of Governors approve the domestic and international tuition fees for 2019-2020 and 2020-21 as set out in the schedule of proposed fees forming part of the agenda.**

#### *Centrally Collected Ancillary*

The recent provincial government announcement of the Student Choice Initiative and the efforts of the Office of the Vice-Provost students to understand the effects on York's ancillary fees were noted. It was duly *agreed* that the **Board of Governors approve a 2.40% increase to centrally collected ancillary fees in 2019-2020, effective 1 May 2019.**

### c. Ancillary Operations Long-Term Plan

The documentation was noted. It was duly *agreed* that the **Board of Governors approve the Ancillary Operations Long-Term Plans and related budgets.**

## 7. Governance and Human Resources

On behalf of the Committee, Mr McFadden reported that:

## York University Board of Governors - Minutes

- following the four appointments to the Board approved earlier in the meeting, major gaps for committees have been filled, and the skills and experience matrix will be updated to aid in future planning
  - the Committee continues to identify and consider candidates through multiple perspectives and with a view to diversity, and welcomes suggestions from Governors for potential candidates for the Board
  - the Committee discussed the plans to clarify the Senate rule for election of Senate representatives to the Board such that only full-time faculty members will be eligible for election from among Senators
  - the Committee received updates on the CUPE 3903 Interest Arbitration Awards and the Health and Safety Report outlining changes to the Joint Health and Safety structure
- a. York University Pension Plan Text Restatement

Noting the documentation, Mr McFadden advised that the Pension Plan Text has not been restated since 1992, though there have been several amendments since then, and the restatement incorporates all amendments which have been approved since 1992. It was duly *agreed* **that the Board of Governors approve the restated York University Pension Plan text as set out in the Appendix forming part of the agenda.**

### 8. Investment

On behalf of the Committee and in Mr Demers' absence, Mr Tsaparis advised that the Committee had a preliminary discussion of the University's Annual Report on Responsible Investing and will review a draft report in March.

### 9. Land and Property

On behalf of the Committee, Mr Williamson reported that the key items of business included updates on the status of the land transfer for Markham Centre Campus and the Multi-Year Deferred Maintenance Plan, and the Capital Construction Report.

- a. Major Capital Projects Priorities

Noting the documentation, Mr Williamson advised that a Board-approved list of Major Capital Priorities allows the University to quickly respond to capital funding opportunities and that the list will be reaffirmed annually. Following discussion about the process for identifying projects for inclusion on the list, it was duly *agreed* **that the Board of Governors approve the proposed list of Major Capital Project Priorities.**

### 10. Other Business

There was none.

## York University Board of Governors - Minutes

### 11. *In Camera* session

Documentation was distributed at the table, filed with these minutes, regarding the slate of Board nominees to the Special Joint Senate-Board Working Group, the establishment of which was approved under item 2b. It was duly *agreed* **that the Board of Governors confirm the slate of Board nominees – Mr McFadden, Ms White and Mr Williamson – to the Special Joint Senate-Board Working Group on Jurisdiction Related to Cancellation / Suspension of Classes during a Labour Disruption.**

### Consent Agenda Items

All consent items were deemed to be approved.

Paul Tsaparis, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_

## Board of Governors

### Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair

Date: 30 April 2019

Subject: Pension Fund Board of Trustees Appointments

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### Recommendation:

**The Executive Committee recommends that the Board of Governors approve the appointments below effective May 1, 2019 for a three-year term.**

#### 1. Board of Governors Nominees:

##### **David Garg, BBA (Hons)**

David Garg was appointed to the Board of Governors February 27, 2019 and serves on the Investment Committee. Mr. Garg received his Honours Bachelor of Business Administration degree from York University in 2003. On graduation, he accepted employment with Scotiabank and after several promotions, is currently the Managing Director of Investment Banking providing strategic advice to the CEO, CFO and Board on financial and industry analysis of major Canadian industry sectors. David has demonstrated a keen interest in giving back to the community through his support of the United Way, participation in the organizing committee for Kerry's Place Evening for Autism and volunteer guest lecture appearances for the Schulich SGMT6050 Mergers and Acquisitions course.

##### **Dee Patterson, MSc (Finance), MBA, ICD.D**

Dee Patterson was appointed to the Board of Governors on February 27, 2019 and serves on the Governance and Human Resources Committee. Dee is a corporate director and an experienced senior financial services executive with over 25 years of experience in diverse industries including Power and Utilities, Infrastructure, Government, Technology and Health Care. Her most recent roles were at Scotiabank

## Board of Governors

as a Managing Director in the Power and Utilities Corporate Banking Group and as VP Corporate Sales, Global Transaction Banking with corporate clients in Canada, the US and the UK.

She currently serves as a member of the Board of Directors of Toronto Hydro-Electric System Limited, West Park Hospital and Prostate Cancer Canada. She was previously a member of the Badminton and Racquet Club of Toronto and of the North York General Hospital Foundation Board. Dee holds the ICD.D designation, a Master's in Finance from London Business School, an MBA from York University and an undergraduate degree in Physiotherapy from Trinity College Dublin.

### **2. YUFA Nominee: Richard Wellen**

Richard Wellen is an Associate Professor in the Business and Society Program in the Department of Social Science and sits on the York University Faculty Association (YUFA) Executive Committee as Past President. Prior to his regular faculty appointment in 2001 he was a contract faculty member at York for eleven years and has been a member of the York University Pension Plan (YUPP) since 1991. His current research interests and recent publications include studies on Open Access scholarly publishing models, postsecondary policy making in Canada and shifting regulatory responses to digital platforms.

Professor Wellen has a great deal of familiarity with the YUPP and recent pension developments in the postsecondary sector in Ontario. He was President of YUFA from 2014-2018 and was Treasurer of YUFA from 2012-2014. During these periods he worked closely with the YUFA group involved in negotiating changes to the York University Pension Plan in connection with the pension solvency relief program in Ontario. Since 2017 he served as Chair of the All University Committee on Pensions (AUCP) and has been active in finalizing the Plan text revisions negotiated in 2014 and in discussions regarding possible further revisions to the YPP text and its provisions. In 2014-2016 he represented YUFA within the Ontario Confederation of University Faculty Associations (OCUFA) during the initial consultations regarding the prospect of a university sector Joint Sponsored Pension Plan (JSPP).

This is Richard's first term as a member of the York University Pension Fund Board of Trustees, replacing Amin Mawani.

## Board of Governors

### Memorandum

To: Board of Governors  
From: David McFadden  
Date: 30 April 2019  
Subject: Annual Review: Occupational Health and Safety Policies

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The Ontario *Occupational Health and Safety Act* requires the annual review of the following three policies:

1. Occupational health and safety: **Healthy Workplace Policy**
2. Workplace harassment: **Workplace Harassment Prevention Policy**
3. Workplace violence: **Workplace Violence Prevention Policy**

These policies, attached, are reviewed annually by the Joint Health and Safety Committees. There were no changes required to any of the policies.

The accompanying programs to the workplace harassment and violence prevention policies have been reviewed and implemented.

# 1. Healthy Workplace Policy

## Legislative History:

Approved by UEC: 1996/09/16; Approved by the Board of Governors: 1991/05/13; Re-Approved by the Board of Governors: 1992/10/26; 1993/10/18, 1995/04/10; 1996/10/07; 1997/03/03; 1998/01/26; Approved and Revised by Board Audit Committee: 1998/12/08; Approved by the Board of Governors: 1998/12/14, Re-Approved by the Board of Governors: 1999/12/06, 2001/06/25, 2002/04/29; 2003/04/28; 2004/04/26; 2005/05/02; 2006/05/01; 2007/04/30; 2008/06/23; 2009/06/23; 2010/06/21; 2011/06/20; 2012/06/25; 2013/06/24; Revised and approved by the Board Governance and Human Resources Committee: 2014/05/26; Re-approved by the Board of Governors: 2014/06/23; 2015/06/22; Revised and approved by the Board Governance and Human Resources Committee: 2016/05/02; Re-approved by the Board of Governors: 2016/05/03; Name change and revisions approved by the Board Governance and Human Resources Committee: 2017/05/01 and re-approved by the Board of Governors: 2017/05/02

Date Effective: 1991/05/13; This policy must be approved annually by the Board of Governors.

**Approval Authority:** Board of Governors

**Signature:** Mamdouh Shoukri

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## Policy

York University values the health, safety and well-being of all community members (students, faculty, staff, contractors and visitors). It is committed to creating a healthy workplace through the integration of safe physical and psychological space and an organizational culture that promotes prevention, support and well-being. The University recognizes the interdependence between a healthy workplace and employee engagement and further, between employee and student engagement/academic excellence.

The University endeavours to provide a hazard free environment and minimize risks by adherence to all relevant legislation, and through the development and implementation of additional internal standards, programs and procedures. To this end, York University requires that health and safety be a primary objective in every area of operation and that all persons utilizing University premises comply with procedures, regulations and standards relating to health and safety.

The University also recognizes the importance of engaging individuals in health and safety through:

- The provision of fulsome education and training to increase knowledge and awareness
- The work of the Joint Health and Safety Committees

- The enactment of the internal responsibility system such that everyone, regardless of role, plays an important part in creating and maintaining a healthy workplace

## **Definition**

**Healthy workplace:** Is one that actively works to: (1) prevent harm to worker physical and psychological health and safety and (2) promote physical and psychological well-being.

## **Shared Responsibility**

York University recognizes the roles that all members play in promoting, creating and maintaining a healthy workplace.

### **All community members will:**

- Contribute to the establishment and maintenance of a healthy workplace
- Follow established health and safety procedures
- Report health and safety concerns and any incidents to their supervisor
- Participate in health and safety training

### **Senior Leadership will:**

- Support the effective administration of healthy workplace programs and initiatives
- Provide leadership by creating, supporting and sustaining a healthy workplace
- Integrate healthy workplace culture into daily activities

### **Supervisors (as defined by the *Occupational Health and Safety Act*) will:**

- Support and implement healthy workplace policies and practices for employees in their areas
- Provide employees with procedures, equipment and materials that protect employees from workplace hazards, as well as the instruction, training and supervision required to work safely
- Investigate all incidents reported to them and respond to all health and safety concerns brought forward
- Implement corrective actions in response to identified hazards

### **Human Resources Department will:**

- Develop and administer healthy workplace policies and programs
- Provide advice, guidance and subject matter expertise to the University on creating and maintaining a healthy workplace
- Act as the chief resource relating to occupational health and safety regulatory matters

**Students will:**

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

**Commercial Tenants and Contractors will:**

- Conduct their business in accordance with the *Occupational Health and Safety Act* and Regulations, and any other applicable legislation. The University will make its commercial tenants and contractors aware of its Healthy Workplace Policy, and of this requirement
- Follow York University guidelines and procedures as prescribed in the contract/agreement

This Policy is promulgated by the Board of Governors and the administration thereof is delegated to the Vice-President Finance and Administration.

Failure to abide by this policy or the requirements, regulations, standards or procedures contemplated herein will result in appropriate discipline or sanctions.

## 2. Policy on Workplace Harassment Prevention

### Legislative History:

Reviewed by President and Vice-Presidents, January 27, 2010. Approved by Board Governance and Human Resources Committee February 10, 2010. Approved by the Board of Governors February 22, 2010. Effective March 1, 2010. Re-approved by the Board of Governors 2013/06/24; 2014/06/23; 2015/06/22. Revised and approved by the Board Governance and Human Resources Committee: 2016/05/02; Re-approved by the Board of Governors 2016/05/03; Re-approved by the Board of Governors 2017/05/02

**Approval Authority:** Board of Governors

**Signature:** Paul Cantor

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

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### I. Scope

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

### II. Definition

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

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

the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

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

### **III. Policy**

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

### **IV. Review**

This policy shall be reviewed at least annually.

### **V. Responsibility**

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

### **VI. Related Policies**

- Healthy Workplace Policy
- Policy Concerning Racism
- Sexual Violence Policy
- Code of Student Rights and Responsibilities
- Workplace Violence Prevention Policy

### 3. Policy on Workplace Violence Prevention

#### Legislative History:

Reviewed by President and Vice-Presidents, January 27, 2010. Approved by Board Governance and Human Resources Committee February 10, 2010. Approved by the Board of Governors February 22, 2010. Effective March 1, 2010. Re-approved by the Board of Governors 2013/06/24; 2014/06/23, 2015/06/22; 2016/05/03; Re-approved by the Board of Governors 2017/05/02.

**Approval Authority:** Board of Governors

**Signature:** Paul Cantor

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**Description:** Describes workplace violence and the University's commitment to protect its workers from workplace violence, including working alone.

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#### I. Scope

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

#### II. Definition

The term, "workplace violence" means:

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

#### III. Policy

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

2. York University shall assess, and reassess as necessary, the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
3. Anyone who engages in workplace violence shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including termination.

## **IV. Review**

This policy shall be reviewed at least annually.

## **V. Responsibility**

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

## **VI. Related Policies**

- Healthy Workplace Policy
- Policy Concerning Racism
- Sexual Violence Policy
- Code of Student Rights and Responsibilities
- Workplace Harassment Prevention Policy



**Academic Policy, Planning and Research**  
**Academic Standards, Curriculum and Pedagogy**  
**Joint Report to Board Academic Resources**

**At its meeting of April 29, 2019**

**FOR INFORMATION**

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

Attached as Appendix A is a report from the Joint Sub-committee on Quality Assurance, transmitting to Board a collection of Final Assessment Reports from completed Cyclical Program Reviews as required by the York University Quality Assurance Procedures.

K. Michasiw, Chair, ASCP

L. Jacobs, Chair, APPRC

# Joint Sub-Committee on Quality Assurance

## Report to the Full Committees

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



*The Sub-Committee met on March 4, 2019 and submits the following report to the full Committees.*

#### **1. Membership for 2018-2019**

Following the departure of Celia Popovic from ASCP and the Sub-Committee, ASCP designated a new representative, Robert Heynen.

The Sub-Committee's membership for the remainder of 2018-2019 is as follows:

Joanne Magee, Chair (Member designated by APPRC)  
 Richard Gasparini (Member designated by ASCP)  
 Robert Heynen (Member designated by ASCP)  
 Rick Irving (Member designated by APPRC)  
 Tom Loebel (Dean of Graduate Studies, ex officio)  
 Alice Pitt (Vice-Provost Academic, ex officio)

Cheryl Underhill (APPRC) and Kathryn White (ASCP) serve as the Sub-committee's secretaries. Additional support is provided by Julie Parna and Nina Unantenne (Office of the Vice-Provost Academic).

All of the above were present at the meeting except for Professor Heynen.

#### **2. Cyclical Program Reviews (CPRs)**

Based on feedback from the Quality Council, and consistent with practices elsewhere, the Sub-Committee agreed in Spring 2018 to a recommendation by the Vice-Provost Academic that the Sub-Committee itself take on the role of authoring Final Assessment Reports (FARs) for CPRs including Implementation Plans focused on addressing recommendations made by reviewers. This is a provisional arrangement that will be codified when other necessary and desirable changes are made to the York University Quality Assurance Protocols and Procedures (YUQAP).

In accordance with this new approach, at the March 4 meeting, the Sub-Committee received draft FARs for eight CPRs drafted by the Office of the Vice-Provost Academic and discussed modifications to be made before the FARs were finalized. Individual

# Joint Sub-Committee on Quality Assurance

## Report to the Full Committees

members (supplemented by the Co-Secretaries) presented commentaries that focused on process and substantive issues and made recommendations about the FARs, highlighted special aspects, and offered opinions as to whether the Sub-Committee should convene meetings with programs. The Sub-Committee did not determine it necessary to invite members of any program to discuss these eight CPRs.

The FARs have now been finalized, reflect discussions at the meeting and are appended to this report.

In view of the duration of the CPR process, members recommended that future FARs include a section addressing program developments and curriculum changes completed since the process began to enhance the completeness and currency of the documents.

In executing its mandate, the Sub-Committee endeavors to bring out matters that extend beyond individual programs that have Faculty-wide or pan-University relevance. This is a fundamental perspective to bring to the oversight function since the University Academic Plan enjoins us to “develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews).” Two such reflections from the recent group of CPRs yielded the following observations:

- Enhanced recruitment efforts (including re-designing program websites geared to target audiences, and revising program promotion material for campus days and the Ontario Universities’ Fair) be taken up as a Faculty-wide initiative rather than each program individually for better coordination and efficiencies in tasks and resources
- The need for more focus on program governance, particularly for programs not directly linked to cognate undergraduate programs. CPR templates going forward will reflect the need to discuss processes for collegial decision-making and inter/intra-Faculty collaboration.

### 3. Natural Science Program Review

While it is not a program required to have a CPR, colleagues thought that Natural Science, within the Department of Science and Technology Studies, would benefit from a similar program-review process. Members received a Statement on that review exercise, noting strengths highlighted by external reviewers and identifying recommendations that are being taken up to enhance teaching assistant training in science pedagogy and team teaching with Science and Technology instructors and expand the experiential components of courses.

J. Magee,  
Chair

**YORK UNIVERSITY**  
Final Assessment Report

**ANTHROPOLOGY**  
Faculty of Liberal Arts and Professional Studies

**Anthropology, Undergraduate (BA) and Graduate  
Program (MA, and PhD)**

**Cyclical Program Review – 2008 to 2016**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Honours BA  
Specialized Honours BA  
Honours iBA  
Honours Minor BA  
Honours Minor BA in Medical Anthropology  
BA Program  
MA and PhD in Social Anthropology

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

Dr. Julia Harrison, Professor Emeritus, Anthropology, Trent University  
Dr. Andrew Walsh, Associate Professor, Anthropology, Western University  
Dr. Marcel Martel, History Department, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 2016  
Self-study submitted to Vice-Provost Academic: August 2017  
Date of the Site Visit: November 2 & 3, 2017  
Review Report received: December 2017  
Program Response received: January 2018  
Dean's Response received: April 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: November 2 & 3, 2017**

The reviewers met with Alice Pitt, Vice-Provost Academic, Michael Zryd, Associate Dean, Faculty of Graduate Studies, Albert Schrauwers, Chair, Anthropology, Othon Alexandrakis, Graduate Program Director, Anthropology, JJ McMurtry, LA&PS Associate Dean Programs and Sandra Whitworth LA&PS Associate Dean, Graduate Studies and Research. In addition the reviewers met with the Anthropology Graduate Program faculty as a group and then with a group of Anthropology Graduate Students. Meetings were held with librarians in the Scott Library, undergraduate faculty members, including some of the long-term contract faculty in the Department, and with undergraduate Anthropology majors who were mostly upper-year students.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (September 2020) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

From the Anthropology Undergraduate Self-Study, August 2017:

“Sociocultural Anthropology is a generative and integrative discipline that begins from the premise that human beings not only act but also think about their actions. What we study is the relationship between these two aspects of human behaviour across different contexts in time and space. What gives our discipline its generative power is our distinctive commitment to refining our concepts and methods through continuous reflection on the anthropologist’s relationship to the social reality we witness and the people with whom we engage.

Our mission is to understand and convey how people around the world live their lives at the unpredictable edges of political, social, and cultural stability. Our uniqueness as sociocultural anthropologists is to engage in the critical analysis of how people are subject to, participate in, and contest the processes of living in a world that is now interconnected by new and powerful cultural, social, and technological forces.”

This Final Assessment Report notes the Department’s description of proactive measures to address the challenge of linking students’ high academic skills and motivation with their equally strong motivation to “get a good job” – by continuing to enhance the program with initiatives that build on strengths in Public (Applied) Anthropology” (i.e. the ‘professional studies’ aspect of our ‘liberal art’). “To achieve this goal we are developing a set of certificates and minor programs. These certificates highlight the innovative form of anthropological skills training we offer that supplement other degree programs thereby making our contribution to interdisciplinarity visible in an institutionally recognized manner.”

The new certificates have been approved by Senate and were launched in September 2018.

## **RECOMMENDATIONS AND RESPONSES:**

The Review Report states:

York's Social Anthropology Department is unique in the academic landscape of Canada (and in some measure, North America), and makes a distinctive contribution to the York intellectual community. Its faculty is composed of internationally recognized researchers. Anthropology students have high praise for their classroom and mentoring experiences. The Department is continually striving to improve its curricular offerings and to be responsive to developments in the field and student expectations. The Department has achieved much since its founding and warrants the strong support of the institution to continue to build on its established strengths and capacity. We offer our recommendations below to that end.

The reviewers grouped their recommendations into **List A** and **List B**. Those in the first list – **List A** – were seen as requiring the most immediate attention by the Department and university administration. The second list – **List B** – needs to be addressed in the course of the coming years, in advance of the next cyclical review.

### **RECOMMENDATIONS – LIST A**

#### **Recommendation 1A**

The reviewers recommend that the Department be given the necessary faculty renewal resources to ensure the Department has the capacity to strengthen and expand its unique role in LAPS and York more broadly.

#### **Program Response**

The program notes significant attrition due to retirements and expresses an interest in high level of service teaching that supports York's interdisciplinarity profile. They raise concern that service teaching is not factored into 'program need' recruitment plans nor considered by programs who rely on Anthropology courses.

#### **Dean's Response**

In the last three years Anthropology has had one hire (2017 – a conversion), one failed search (2018) that has been rolled over to 2019 and is underway, and one ½ faculty member transferred to the Department. Departments have been asked to consider issues such as "collaboration" and "service teaching" in their hiring requests going forward, which should help to address the concerns mentioned above.

#### **Recommendation 2A**

The reviewers recommend that the University commit to addressing problematic issues of fieldwork funding and union positioning that financially penalize Anthropology doctoral students for meeting the requirements of their degree.

#### **Program Response**

An FGS-sponsored experiment in 2015-2016 granted research, rather than teaching assistantships to students who had completed their comprehensive exams and had not

received external funding. Five students were able to complete research and move along towards the completion of their degrees. The Faculty now has responsibility for student funding, and the program urges it to continue providing a limited number of Research Assistantships that can support non-resident fieldwork.

**Dean's Response**

After addressing the backlog of eligible students, there is no longer a need for this measure among current graduate students in Anthropology, given the new funding model; however, the RAship remains an available option for future students, when necessary.

**Recommendation 3A**

The reviewers recommend that substantive and concrete acknowledgement be given to the Department for its high levels of service teaching.

**Program Response**

See Recommendation 1A

**Dean's Response**

The Office of the Dean gratefully acknowledges the service teaching of faculty members in Anthropology.

**Recommendation 4A**

The reviewers recommend that LAPS undertake a review of the impacts of the recent expansion of interdisciplinary graduate programs on disciplinary graduate programs under its purview.

**Program Response**

See Recommendation 1A

**Dean's Response**

Already in place, is a method for annual monitoring of enrollment patterns of students from other graduate programs taking courses in Anthropology. The Dean's Office is also very receptive to Departments forwarding their concerns and needs regarding this issue to their attention to be dealt with on an ongoing basis.

**Recommendation 5A**

The reviewers recommend that the program be given at least two years for the MA and four years for the PhD to evaluate if recent changes have had the desired result of shortening completion times and making the programs more appealing to potential students.

**Program Response**

The Graduate Program in Social Anthropology had introduced a number of revisions in its programs over the last three years in order to address persisting issues in time-to-completion. The MA program was reduced from 6 to 5 terms with addition of a Student Research Paper. In its first two years of implementation all but one student completed on schedule. A similar problem in time-to-completion was found in the PhD program.

This led to a revision in the comprehensive exam process to ensure completion by the end of second year. The first PhD cohort is now pursuing this new process. The reviewers have recommended that we wait 2 years for the MA and 4 years for the PhD program in order to assess the success of these changes.

**Dean's Response**

The necessary changes to address time to completion have been made and the Office of the Dean will continue to monitor the effects.

**Recommendation 6A**

The reviewers recommend clearly communicating to ANTH 1120 students (and, if mechanisms allow, with students who have taken this course in previous years) the change to allow ANTH 1120 to count toward an Anthropology major. Furthermore, they recommend monitoring ANTH1120-to-Anthropology program retention rates over the next three years to ensure that the desired end has been achieved.

**Program Response**

New certificate/minor programs and communications strategy serve to encourage students to add an anthropological component to their studies. Beginning 2017-2018 ANTH 1120 6.0 will count for major/minor credit.

**Dean's Response**

The proposals for the undergraduate certificates in Culture, Medicine and Health and Public Advocacy and Engagement Training have been approved and were launched in September 2018. A series of proposals to change General Education is currently under review in the Faculty and, if approved through the governance process, may affect the program's ability to continue offering ANTH 1120 for both major credit and General Education credit. Anthropology is welcome to inform students of new opportunities via this course.

**Recommendation 7A**

The reviewers recommend continuing along on the promising path forged by the Graduate Seminar in Ethnographic Research and Professionalization. Additionally, they noted great potential in the proposed "Summer Ethnographic Institute" (to be offered for the first time in 2018). They recommend proper support and promotion of this initiative as it could have great impact as a recruitment tool (offering advanced undergraduate and MA students an introduction to York Anthropology's distinctive focus on 'engaging ethnography') and as a means for emphasizing the Department's longstanding collective commitment to, and expertise concerning, an approach to research that is increasingly being understood as useful and applied outside of Anthropology.

**Program Response**

The program is encouraged by the endorsement of these initiatives, which require approximately \$2500.00 to mount the Summer Ethnographic Institute and a new Annual Lecture in Public Anthropology, both of which are open to all York graduate students and faculty. Co-ordinating a workshop conducted with partner agencies (who host placements and internships) and updating the "Engaging Ethnography @York" website require resources. See also recommendation 9A.

**Dean's Response**

The Dean's Office is supportive of the Summer Ethnographic Institute and the Annual Lecture in principle. Additional resources to support experiential learning are now available.

**Recommendation 8A**

We recommend that any omission of Anthropology in the University Communications Plan be rectified immediately in consultation with the Department.

**Program Response**

The program agrees that this is an urgent matter.

**Dean's Response**

In the last year, the Director, Strategic Recruitment undertook a project to review all program pages of the website that the Office of the Dean envisions as part of an ongoing process to improve organization of information to be more user-friendly to students and prospective students.

**Recommendation 9A**

The reviewers strongly support the Department's request for an Experiential Education Co-ordinator in the Department.

**Program Response**

The program supports this recommendation and has proposed such a position with a .5 course release for a faculty member in its Teaching Workload to document and manage various EE projects and initiatives.

**Dean's Response**

To establish a course release for the faculty position of Coordinator, Experiential Education, the Department is required to submit a recommendation to the Associate Dean, Faculty Affairs in response to the call for faculty appointments.

**Recommendation 10A**

The reviewers recommend that York support Engaging Ethnography@York in substantive ways.

**Program Response**

See Recommendations 7A and 9A,

**Dean's Response**

The Office of the Dean supports Engaging Ethnography@York.

***RECOMMENDATIONS – LIST B***

**Recommendation 1B**

The reviewers recommend that the Department consider tighter coherence in research clusters between the UG and GPSA programs.

**Program Response**

The program is not opposed to this recommendation and will discuss the clusters at the next annual retreat. In preparation for the CPR, the program had already decided to emphasize the anthropology's unique methodology – ethnography – as a core feature and is not working out the implications. A next step is to consider harmonizing clusters across undergraduate and graduate programs and to envision how the clusters relate graduate courses and the comprehensive exam process.

**Dean's Response**

The Office of the Dean supports the Department's decision to review the clusters across undergraduate and graduate programs.

**Recommendation 2B**

The reviewers recommend keeping the current roster of graduate courses offered in the Department.

**Program Response**

The program concurs.

**Dean's Response**

Course planning provides an annual opportunity to review the viability of courses in every program. The Dean's Office is aware of the Department's concern and desire to keep its graduate courses; however, the continuous decline in enrollment is unsustainable. The Department has been asked by the Associate Dean, Graduate Studies & Research to devise some possible solutions to address enrollment and maintain the curricular integrity of the grad program.

**Recommendation 3B**

The reviewers recommend that the Department maintains its emerging network of potential internship placements through regular contact, meetings, and other means that might be overseen by the proposed Experiential Education Co-ordinator.

**Program Response**

See Recommendation 9A

**Dean's Response**

The Dean is supportive of the Department's efforts to establish and maintain a network of potential internship and EE partners.

**Recommendation 4B**

The reviewers recommend that website concerns be taken seriously and, in conjunction with the Departments, changes be made to the architecture of the York website to encourage rather than discourage, exploration of programs such as Anthropology at York.

**Program Response**

See Recommendation 8A

**Dean's Response**

In the last year, the Director, Strategic Recruitment undertook a review of all the program pages of the website that the Office of the Dean envisions as being part of the ongoing process to make the website more organized and user-friendly for students and prospective students.

**Recommendation 5B**

The reviewers recommend that the Department diversify its use of social media to communicate with a wider constituency.

**Program Response**

See Recommendation 8A

**Dean's Response**

The Office of the Dean supports this recommendation.

**Recommendation 6B**

The reviewers recommend quantified research data from faculty CVs be incorporated as a standard element of future York Self-Studies.

**Program Response**

No program response required.

**Dean's Response**

The Office of the Vice-Provost Academic would be responsible for determining whether this action can or should be taken.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting in March 2019

Recommendation	Action	Responsible for Follow-up	Timeline
<b>LIST A</b>			
1A That the Department be given the necessary faculty renewal resources to ensure the Department has the capacity to strengthen and expand its unique role in LAPS and York more broadly.	The Department to develop a 5-year complement renewal plan that takes anticipated retirement, leaves and curriculum renewal initiatives into account.	Department	Summer 2018 and ongoing
2A That the University commit to address fieldwork funding challenges	No further action.	The LAPS Graduate Liaison Manager will monitor students	Ongoing monitoring
3A That substantive and concrete acknowledgement be given to the Department for its high levels of service teaching.	No further action.	n/a	n/a
4A That LAPS undertake a review of the impacts of the recent expansion of interdisciplinary graduate programs on the disciplinary graduate programs under its purview.	Consultations are underway.	Faculty of Graduate Studies and Provost	University-wide changes to be in place for 2020-2021
5A That the graduate program in Anthropology evaluate the impact of recent changes on time completion and recruitment of students.	No further action.	Program and Dean's Office	Ongoing monitoring
6A That students be made aware of changes to rules regarding courses that can count towards a major.	No action required.	n/a	n/a
7A That the Department continues the promising path forged by the Graduate Seminar in Ethnographic Research and	Department may apply for additional funds through Dean's Office.	Department and Dean's Office.	n/a

Professionalization			
8A That any omission of Anthropology in the University Communications Plan be rectified	Department to continue work with the Director, Strategic Recruitment.	Department, Dean's Office (LAPS) and the Director, Strategic Recruitment	Winter 2019
9A That the Department receives an Experiential Education Coordinator	Department may submit recommendation to Dean's Office.	Department; Dean's Office (LAPS)	Report outcomes in Follow up report, due (September 2020)
10A That there is substantive support for Engaging Ethnography@York.	Department and Dean's Office (LAPS) to discuss.	Department, Dean's Office (LAPS)	Fall 2018-2019
<b>LIST B</b>			
1B That the Department consider tighter coherence in research clusters between the UG and Graduate programs.	Department to consider.	Department	
2B That the current roster of graduate courses offered is kept	Program to work with Associate Dean to analyze course enrolment trends. Outcome of 1B may provide direction.	Department and Associate Dean, Graduate Studies and Research (LAPS).	
3B That the Department maintains its emerging network of potential internship placements	See 9A above.		
4B That the architecture of the York website encourages exploration of programs such as Anthropology.	Dean's Office (LAPS) continue to work with Department to review web pages.	Department and Dean's Office (LAPS)	
5B That the Department diversify its use of social media to communicate with a wider constituency.	Department to work with Director, Strategic Communications (LAPS) as required.	Department and Director, Strategic Communications (LAPS)	
6B That quantified research data from faculty CVs be incorporated as a standard	A recent decision to implement a common electronic CV university-	Vice-President Research and	

element of future York Self-Studies.	wide will improve capacity to provide quantitative data on an annual basis.	Innovation with University Deans.	
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**YORK UNIVERSITY**  
Final Assessment Report

**CANADIAN STUDIES**  
Glendon Campus

**Cyclical Program Review – 2010 to 2017**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA, IBA Specialized Honours  
BA, IBA Honours  
BA, IBA Honours Double Major  
BA, IBA Honours Major/Minor  
BA Honours Minor  
BA

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

Dr. Emily Gilbert, Associate Professor, Canadian Studies Program and Department of Geography and Planning, University of Toronto  
Dr. Suzanne Langlois, Associate Professor, Department of History, Glendon College, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: August 2016  
Self-study submitted to Vice-Provost Academic: August 19, 2017  
Date of the Site Visit: November 14, 2017  
Review Report received: January 2018  
Program Response received: March 2018  
Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013

**SITE VISIT: November 14, 2017**

During the site visit the reviewers met with the follow individuals and groups:

- Alice Pitt, Vice-Provost Academic, York University
- Colin Coates, Program Coordinator
- Teaching staff: Colin Coates, Geoffrey Ewen, Michael Barutciski, Alexis Lachaîne, Audrey Pyée, Jean Michel Montsion (via Skype)
- Seven undergraduate students
- Head of Department, Multidisciplinary Studies, Professor Betsey Price
- Glendon College Principal Professor Donald Ipperciel
- Frost Librarian Dany Savard

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months (September 2020) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers said the following in their report, “The overall impression of the program is that it comprises very committed faculty members, who have a strong sense of collegiality and who work with a consensus-driven decision-making process. The students in the program are effusive about its strengths, and detailed their positive experiences in Canadian Studies courses and with their instructors.”

They noted that “what makes the Canadian Studies program at Glendon unique in Canada is its bilingualism. There are course offerings and requirements in both English and French. Students have options in their first and second year to take courses that are either in English or French (with requirements that some courses in each are taken) while the upper-level core courses are bilingual.” In addition, the reviewers remarked, “several of the program’s faculty edited and contributed to the only French-language textbook in the field. The bilingualism of the program resonates well with Glendon’s focus on bilingualism and French language learning, as it is the only campus in southern Ontario to offer a range of university programming in French.”

The Experiential Education website at Glendon provides excellent information for students about the variety of opportunities available.

**RECOMMENDATIONS AND RESPONSE SUMMARY:**

The reviewers note that: “Canadian Studies is a small, boutique program that is cherished by its students. But the numbers of students in the program is low. Glendon Principal Donald Ipperciel has questioned the future viability of the program if the number of students in the program does not increase (although it is not clear at what

number the program would be sustainable). With this objective in mind, and the need to ensure strong course enrolments, the following recommendations are presented, several of which carry over from the 2010 program review.” Many of the recommendations provide a description of the evidence and rationale and have been edited to focus on the recommended actions.

In addition, the Reviewers made a number of insightful suggestions which have been incorporated into the implementation plan chart at the end of this report.

### **Recommendation 1**

Vision: The Canadian Studies program statement provides a sense of its multidisciplinary approach, but is highly descriptive. More clarity could be provided regarding the program’s goals and objectives. What is unique to the approach provided in Canadian Studies? What are the analytic skills that students develop? What kinds of methods are used? Being more explicit about the goals of the program, the skills developed and the future opportunities created through the program will help make the program more appealing to future students.

#### **Program Response**

The program agrees and has undertaken to develop a new statement. (Please note that two of the three members of the program are on sabbatical in 2017-2018.)

#### **Principal’s Response**

The Principal agrees that this recommendation should be implemented as soon as the program members are back from their sabbatical.

### **Recommendation 2a**

Profile: The review team notes that there is a problem with the visibility of the program. A brief conversation with students in CDNS1920 FR made it clear that most had little to no understanding of the program: they were in the course simply to fulfill the requirement for a French-language course. The senior-level students who attended the lunch explained that they found Canadian Studies by happenstance, either by taking the introductory course at random, or hearing about it by word-of-mouth. Students mentioned the importance of promoting the program at Fall campus day, when potential students visit, and providing information about the program during enrolment.

#### **Program Response**

The program agrees with the observations but members are unclear about how to address the issue. One strategy would be to develop a course that meets general education requirements but that could interfere with their own first year course enrolments. The program is represented at the Fall and March campus days. The program is interested in exploring ways to distinguish their program from others, such as emphasizing the possibility of upper-level individualized studies courses.

#### **Principal’s Response**

A one-page brochure has been developed by the Glendon Recruitment Office and should be distributed broadly. If the content is not appropriate, the program should contact the Assistant Principal Students for revisions. The program should also get in touch with the Office of Government, Institutional and International Relations to identify

pre-recruitment activities in which the marketing material could be distributed. The same could be done in events with a strong Canadian component.

**Recommendation 2b**

Profile: The reviewers recommend that program website be improved and note that “this will be one of the primary ways that future students will learn about the program.” They provide suggestions to include clarity about program requirements and student testimonials, ensure alignment between the York Calendar and the program’s site, make career pathways and opportunities for graduates more explicit, foreground advantages of a double major and highlight courses that can be used to satisfy BEd ‘teachable subjects’ requirements.

**Program Response**

The program agrees that the website is in need of significant improvement and would appreciate technical assistance. The program does, however, note that the reviewers refer to a URL for the Canadian Studies program in Liberal Arts and Professional Studies which is not identical to the Glendon program. That program will close and this confusion eliminated.

**Principal’s Response**

The Principal supports the recommendation and directs the program assistant to Glendon ITS for appropriate training.

**Recommendation 2c**

Profile: The reviewers respond to a suggestion that the program should be relocated to a cognate discipline (e.g. History, Political Science) in order to boost its profile. They do not endorse this suggestion as it would undermine the “very strength of the program which is its multidisciplinary.”

**Program Response**

The program finds it easy to cooperate with History and Political Science, and indeed many cognate degree programs and is not convinced that moving the administration of the program would change the profile of the program. The program does, however, point out that new programs that have joined Multidisciplinary Studies, where Canadian Studies is housed, resulting in heavier demands on the Department’s resources. The program concludes that this state of affairs does not have much impact on the program given the central role played by the program coordinator, and its preference is to remain in Multidisciplinary Studies.

**Principal’s Response**

The Principal agrees that this recommendation would have little impact on visibility and student enrolment. As a result, it should not be pursued if the program is not fully behind it.

**Recommendation 3a**

Course Enrolment: Reviewers recommend rewriting course descriptions for first and fourth-year courses to better convey content and entice students. The fourth-year course that reflects current issues could be profiled on the website with that year’s focus highlighted.

### **Program Response**

The program welcomes the recommendation and commits to reviewing the course descriptions for CDNS 1920 in both languages and submitting these to the Curriculum Committee. The members undertake to do this in the fall of 2018 for 2019-2020 implementation. They also point out that they changed the name and description (and number) of the fourth-year required seminar to “Decolonising Canada – Décoloniser le Canada” (now CDNS 4621). With this change, students will find the goals of the course much easier to understand. The course is now also cross-listed to SOCI, HIST and SOSC, which they hope will also help in recruiting more students to the course. This course is an important way for Glendon to demonstrate its commitment to the processes outlined in the Truth and Reconciliation Report.

### **Principal’s Response**

The Principal notes that this recommendation has already been acted upon by the program and suggests that “Current Issues” courses, which vary from year to year, should not require formal proposals to the Curriculum Committees. Instead, the precise title and content for the upcoming year should be provided on the program website.

### **Recommendation 3b**

Course Enrolment: One student noted problems with course conflicts. This is perhaps inevitable as the program draws upon many courses offered by other units, but there should not be conflicts in scheduling across Canadian Studies courses. Coordination with other units may also help, especially for recurring courses.

### **Program Response**

The program ensures that there is no timetable conflict in the Canadian Studies courses we offer and has attempted to monitor timetabling in relation to courses in other programs. They note that there were issues in 2017-2018 with courses of similar levels focusing on Indigenous issues, but this has been rectified. They note that timetables in other programs are sometimes set for reasons that are beyond their control.

### **Principal’s Response**

This recommendation has already been acted upon by the program. The program only needs to review scheduling for conflict on a yearly basis.

### **Recommendation 3c**

Course Enrolment: More concerted effort should be made to reach out to students enrolled in Canadian Studies courses and to encourage them to Major in the program.

### **Program Response**

The program has, in the past, written to outstanding students in their first- and second-year courses to encourage them to add a major or minor in Canadian Studies and commits to relaunching this practice.

### **Principal’s Response**

The Principal agrees with program’s response.

### **Recommendation 4**

Requirements for Program Majors and Minors: The review report identified first- and fourth-year six-credit courses as obstacles for students and recommended removing the

first-year course as a requirement, while maintaining it as a program offering, and consider turning it into two complementary 3-credit courses.

They also recommend shifting emphasis to the second year to allow more opportunities for outreach to students enrolled in their first year at Glendon. Faculty and/or senior students could make class visits to first year courses to get the word out about the program and its courses (as recommended in the 2010 review). The changes to the core course requirements could also help increase the number of students who can take on a double Major, as well as Minors. If the first-year core course was removed as a requirement, more students would likely be able to Minor in Canadian Studies.

### **Program Response**

The program found this very interesting and committed to exploring, noting that other Glendon programs have their core introductory course at the 2000 level. If this proves feasible, it will be launched in Fall 2019.

### **Principal's Response**

The Principal agrees that this recommendation should be explored following extensive consultation.

## **Recommendation 5**

**Bilingualism:** Students and faculty all expressed a deep commitment to bilingualism, but the reviewers noted that students had some frustration about how bilingualism worked in the classroom in upper-year courses. The approaches taken by the instructors were not always consistent, and the significant variability in French-language skills meant that the default language was often English. Courses that are offered as bilingual should make an effort to be bilingual in practice.

Both faculty and students recommended that there be more resources available for Second Language Learners. Students were unclear about what resources were available through Glendon's Language Training Centre for Studies in French. It was suggested that a French Second Language tutorial be created for the first-year course.

### **Program Response**

The program agrees that the use of both official languages varies in the upper-year courses. They note that instructors who have taught the two courses over the years have respected the bilingual character of the courses while responding to the particular make-up of the classes. The small-group seminar setting of the fourth-year course makes it more difficult to ensure full parity between the two languages, but efforts will continue to be made to ensure that instructors integrate textual and other pedagogical material in both languages. The program is very much in favour of a French Second Language tutorial for the first-year course. Other opportunities include exchanges with French-speaking countries. In the past, some Canadian Studies majors have undertaken these exchanges, and the program attempts to facilitate this option.

### **Principal's Response**

The Principal agrees with the Program's assessment. Bilingualism in the field is a complex issue that cannot be legislated into an ideal state. That being said, the first-year Canadian Studies course could greatly benefit from a French Second Language tutorial. He is supportive of creating such a tutorial for Canadian Studies.

### **Recommendation 6**

Exchanges: Student exchanges with French-speaking regions were seen as one way to improve student bilingualism. Developing exchanges with Canadian Studies programs across Canada or internationally (French- and English-speaking) would also help create a more dynamic program, but they rely on faculty support and institutional resources. None of the students or faculty made mention of the Canadian government's Explore program, available through Glendon; it could be drawn upon as a resource, especially for those students struggling with bilingualism.

### **Program Response**

The program agrees that it would be useful to publicize the Explore program more effectively but notes that previous efforts to link with other Canadian Studies programs overseas have not been successful due to issues with logistics and timing. The program expressed the view that York University may not have the necessary resources to sustain student exchanges with other universities on a large scale. Individual students can certainly benefit from spending a term or a year abroad, and some Canadian Studies majors have done so in the past.

### **Principal's Response**

Resources and opportunities are available with regard to summer programs (Explore) and Student Exchanges. The issue is not the lack of such opportunities, but rather the fact that they are not well known to students.

### **Recommendation 7**

Experiential Education: The report on the 2010 program review recommended that Canadian Studies incorporate more kinds of experiential learning and/or internships. The former has been accomplished to some extent, with the inclusion of guest speakers, field trips and the Citizenship Ceremony held in 2016. More efforts along these lines are encouraged. Internships or a service learning component could bring something distinctive to the program that would make it stand-out at Glendon, and would engage students with the Toronto community. York has an International Internship Program that provides students experience with global agencies, abroad or in Canada.

### **Program Response**

The program reports that it has recently begun offering individual studies courses at the fourth-year level to students working on particular projects and would like to encourage all Canadian Studies majors to undertake such individual courses with one of the three full-time faculty in the program, or indeed with other colleagues at Glendon. The program agrees that some of the courses could involve internships or service learning components and note that they would require assistance from the College and University to establish links and protocols.

### **Principal's Response**

The Canadian Studies program has been proactive with regard to Experiential Education. And since the creation of the Experiential Education position at Glendon, many opportunities were created. No further initiatives are required at this point, other than to continue publicizing the existence of these opportunities.

### **Recommendation 8**

Extra-Curricular Education: The self-study notes the problems with creating a Canadian Studies club, especially in light of the small number of program Majors and Minors. Rather than creating a student organization, thinking about building student community through annual projects might be more successful. This could include organizing an event, with a notable guest speaker or panel; organizing an undergraduate student conference, perhaps in cooperation with other programs at Glendon, or with Canadian Studies programs at nearby universities; developing a student blog on Canadian issues; creating a student journal, online or in print. All of these activities require substantial faculty support, but it was clear from discussions with students that they would welcome more ways to make connections outside of class.

### **Program Response**

The program commits to examining such possibilities in greater detail with the students majoring in Canadian Studies. In 2018-2019, the program expects to be involved in a special event echoing the “Indian Forum” held at Glendon in 1968 and will encourage our majors to get involved with this project.

### **Principal’s Response**

The program’s proposal of holding a special event on indigenous issues is a sensible one. With regard to a Canadian Studies Club, this idea does not seem promising as there are so few students in this program. Even if all majors would join the club, we would still have a very small club. A more promising idea is to create a “Canadian Club”, i.e. one that speaks to students’ sense of nationalism, rather than their area of studies. As for events such as guest speakers, panels, conferences, etc., Glendon already has many such events (many with a strong Canadian focus) and it is doubtful that one more would create the desired effect.

### **Recommendation 9**

Robarts Centre for Canadian Studies: The relationship between the Canadian Studies program and the Robarts Centre for Canadian Studies on the Keele campus has been formalized in that the program coordinator now has an *ex officio* position on the executive. More could be made of this connection, perhaps through ongoing support for student initiatives in Canadian Studies (awards, events, journal, etc.). As is noted in the self-study, creating an Advisory Board is not necessarily a productive use of time. But the program could do more to leverage its relationship with the Robarts Centre and the many Canadianists who are affiliated with it.

### **Program Response**

The program notes that the Robarts Centre is willing to support its activities. One initiative underway is to encourage undergraduate students to attend lectures on Canadian topics and blog or tweet about them. If students attend five such events, they will receive an official acknowledgement from the Robarts Centre, recognizing their engagement. The program believes that this project will enhance student involvement in the intellectual life of the University. Another likely avenue to explore will be to invite the

director of the Robarts Centre to provide a guest lecture in our first-year course. The program commits to reflect on other ways to establish firm links with the Robarts Centre.

**Principal's Response**

The Principal finds this to be an excellent recommendation and adds that the Robarts Centre for Canadian Studies should be invited to hold one or several lectures on Glendon Campus. As a campus of York and as the home of the only Canadian Studies program at York, it would make sense to do so.

**Recommendation 10**

Support for Contract Instructors: The self-study notes that part-time instructors in the program do not have regular access to office space and computing facilities. Given their importance to the program, and the long-standing commitment of many of them, it is crucial to ensure that they have the resources they need for teaching.

**Program Response**

The program points out that it has always managed to ensure that contract instructors have access to office space and computing facilities and will continue to endeavour to do so.

**Principal's Response**

The Principal notes that Glendon is experiencing a serious space crunch. Additional space cannot be provided, but Glendon has always managed to assign office space to all our part-time instructors and they have always had access to computing facilities.

**Recommendation 11**

Students: The students who attended the lunch meeting were all very positive about their experiences with the Canadian Studies program, especially its courses and instructors. They had great insight on the program and ideas for program enhancement. As the program seeks to enroll more students in its courses, attract more Majors, it is strongly urged to engage with program students and to solicit their feedback on the student experience.

**Program Response**

The program plans to continue to seek feedback from students enrolled in our courses and in the program.

**Principal's Response**

This has been an ongoing practice by the program.

**IMPLEMENTATION PLAN**

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That more clarity could be provided regarding the program's goals and objectives.	The program will develop a new statement that will be used to update the program's website, in alignment with the Principal's initiative to establish a graduate attributes framework for Glendon.	Program in consultation from the Vice-Provost's Office and the Principal's Office at Glendon	Follow-up Report due September 2020.
2a That the program be promoted at Fall campus day with information about the program that is helpful to potential students.	Brochure has been created. See also action 1 re: graduate attributes at Glendon.		Completed.
2b That the Program website be improved.	Program assistant to receive appropriate training from Glendon technology services.		Completed.
2c That the program be relocated to a cognate discipline.	Program and Principal agree this will not be implemented. No further action.	n/a	n/a
3a That the course descriptions for first and fourth-year courses be rewritten to better convey content.	Recommendation has been acted on. No further action required.	Program	Completed
3b That scheduling conflicts across Canadian Studies courses be avoided.	The Program will review scheduling for conflict on a yearly basis.	Program	Ongoing
3c That efforts be made to reach out to students in Canadian Studies courses about the option to major.	The Program will reach out to outstanding students in first and second year about the option to major or minor.	Program	Ongoing

4 That first- and fourth-year six-credit courses (full-year) be reviewed for impact on students.	The Program will explore options and outcome will be reported in the Fall 2020 Follow-up Report.	Program	Follow-up Report due September 2020.
5 That more resources be made available for Second Language Learners, for example, a French Second Language tutorial in the first-year course.	Establish a French as a Second Language Tutorial for the introductory course.	Program	Follow-up Report due September 2020.
7 That the development of student exchanges be explored.	The program will ensure that students are well-informed about summer programs and exchanges.	Program	Follow-up Report due September 2020.
8 That Canadian Studies incorporate more kinds of experiential learning and/or internships and/or service-learning.	Since the creation of the Experiential Education position at Glendon many opportunities have been created.	n/a	n/a
9 That the Program considers ways to build student community through annual projects or events, etc.	The program, in consultation with the Principal's Office, will explore the possibility of establishing a Glendon "Canadian Club."	Program and Principal's Office	Follow-up Report due September 2020.
10 That the relationship with the Robarts Centre for Canadian Studies on the Keele campus be strengthened.	The Robarts Centre to be invited to hold one or several lectures on the Glendon campus.	Program	Follow-up Report due September 2020.
11 Support for Contract Instructors: That part-time instructors in the program have regular access to office space and computing facilities.	Glendon has space challenges but has been able to provide office space for all part-time instructors. No further action required.	n/a	n/a
12 That the program engages with students in the program to solicit their feedback on the student experience.	Given that the Principal raised concerns about the viability of the program, the program will align its ongoing consultations with	Program/ Principal's Office in consultation with the Vice-Provost's Office.	Ongoing; Report on activities in the Fall 2020 Follow-up

	<p>students with its responses to changes in vision, profile, curriculum (including experiential learning and exchange opportunities). The 18-month follow-up report will document the program's activities and decisions and provide the desired outcomes that would indicate success.</p>		<p>Report.</p>
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**YORK UNIVERSITY**  
Final Assessment Report

**COMPUTER SCIENCE,  
COMPUTER ENGINEERING and  
COMPUTER SECURITY**  
**Undergraduate & Graduate Programs**

Lassonde School of Engineering

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

COSC (BA and BSc: Honours, Specialized Honours – including a Dual Program with BRSU in Germany that started in Fall 2011) and Bachelor (90 credits degrees) Honours COSC iBA (started in Fall 2007) and iBSc (started in Fall 2005)  
CSEC (BA and BSc: Specialized Honours)  
Computer Engineering (CMPR)  
Master of Science (MSc) in Computer Science (COSC)  
Master of Applied Science (MAsc) in Electrical and Computer Engineering (CENG)  
Doctor of Philosophy (PhD) in Computer Science (COSC)

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

Wendy MacCaull, Professor and Chair, Department of Mathematics, Statistics and Computer Science, St. Francis Xavier University  
Ian Munro, University Professor and Canada Research Chair, Cheriton School of Computer Science, University of Waterloo  
Judy Pelham, Associate Professor, Department of Philosophy, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2015  
Self-study submitted to Vice-Provost Academic: May 2017  
Date of the Site Visit: November 20,21, 2017  
Review Report received: February 2018  
Program Response received: April 2018  
Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT:** November 20-21, 2017

The reviewers first met with Alice Pitt, Vice-Provost Academic and Fahim Quadir, Associate VP Graduate, Faculty of Graduate Studies Interim Dean, and then met with the following members of the Lassonde School of Engineering: Richard Hornsey, Interim Dean, Rob Allison, Interim Vice Dean Academic, Peter Cribb, Chair of the Department of Electrical Engineering and Computer Science, Eric Ruppert, Undergraduate Program Director, Science programs, Andrew Eckford, Undergraduate Program Director, Engineering programs, Franck van Breugel, Undergraduate Program Director, and George Toulrakis, CPR Lead. On the second day the reviewers met with the Science and Engineering Librarian.

The reviewers also met with the following groups during the visit:

Technical Support Team UG Science programs curriculum committee

UG Engineering programs curriculum committee

Computer Security program faculty

Graduate program executive committee

Computer Engineering faculty

Computer Science faculty

Lassonde Admissions and student services staff

Graduate Program Admissions committee

Graduate Students

Undergraduate students

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and once completed will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance, in September 2020. The Follow-up Report should specifically address the recommendations regarding the five year plan and the resulting initiatives. The next Cyclical Program Review for these programs will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The Computer Science degree programs have a long history at York University. As of May 1, 2013, the department was renamed the Department of Electrical Engineering and Computer Science, having incorporated Electrical Engineering into its programming and its relocation to the Lassonde School of Engineering. The Departmental Plan for 2016-2021 states: "The mission of the Department of Electrical Engineering and Computer Science (EECS) is ambitious but clear. We aim to offer outstanding and sustainable educational programs that promote scholarship and discovery in the context of a research oriented environment focused on world-class scientific and technological advances."

About the program, the reviewers stated: “The review committee found all the EECS programs under review to be of good quality, with appropriate curriculum and structure, and good learning outcomes.” They also noted that: “The EECS department has two excellent facilities in the Bergeron and Lassonde buildings. Its laboratories for computing and robotics are excellent for the first year students, and EECS is working to improve its second and upper year facilities.”

## **RECOMMENDATIONS AND RESPONSE SUMMARY:**

### **Recommendation 1**

Administrative and General Recommendations: Senior administration of EECS (Dean and above) should take financial responsibility to initiate and support an outreach program to encourage strong student applications to EECS, with a particular focus on attracting female students.

#### **Department Response**

The Department supports recommendation and will continue to work with the Dean in this area. The Department noted that in order to create an outreach program a critical mass of female faculty is required. In the past few faculty hiring rounds numerous offers have been made to female candidates, resulting in one appointment in 2017. The Program notes that the complement of female faculty is organized in the Women in Computer Science and Engineering committee (part of service assignments).

#### **Dean’s Response**

The Dean supports this recommendation and anticipates working in new ways with the EECS Department to encourage outreach through a multi-pronged approach focused on understanding need and demand of the programs relative to multiple pathways into the programs.

### **Recommendation 2**

The department of EECS should present a new five-year plan that discusses its target enrollments for undergraduates, the balance between the current CMPR and COSC faculty and students, and its aspirations for new research faculty in a more comprehensive way.

#### **Department Response**

The Department agrees to consider via our Executive Committee whether a new five-year plan, or a revision to the five-year plan, (which was created in just 2016) is likely to address the issues raised in this and subsequent recommendations noting that the current five-year plan clearly gives emphasis to faculty renewal in specific computer science and computer engineering areas, including computer vision, robotics, big data and theoretical computer science. They note that machine learning and human computer interaction (HCI) are likely areas for new growth. The sub-area of wearable computing could be of particular interest, as it would help build connections to electrical engineering. Computer security, while important, would require a “cluster hire” (a senior research leader and multiple junior hires).

#### **Dean’s Response**

The Dean fully supports the review and revision of the EECS department's five-year plan and the linking of this plan to specific metrics of enrollment, faculty complement, etc. The department should leverage the expertise and feedback of Lassonde Planning Academic Resources and Research Committee towards articulating a plan that serves multiple purposes.

### **Recommendation 2a**

Given the fall winter enrollment data for those enrolled in LSE in 2017-18, students who declare their major in one of the computer science degree programs account for approximately half of Lassonde undergraduates, and roughly 80% of EECS undergraduate students. There are many more students in COSC programs than those in CMPR. The class sizes in required courses in COSC (this year) are much larger than those in CMPR. The review raised the concern that this imbalance adversely affects students majoring in Computer Science.

### **Department Response**

The Department agrees that some courses are too large and is already addressing this matter to the extent that resources permit (see Department Response to Recommendation 5). The Department notes that there no significant difference between EECS class sizes experienced by computer science students versus computer engineering students and citing several examples and highlighting the fact that many of the EECS courses beyond first year are common to both programs. Indeed, the engineering sections of several required courses are often larger than the non-engineering sections. The Department disagrees, therefore, with the statement that "class sizes in required courses in COSC are much larger than those in CMPR."

### **Dean's Response**

We thank the external reviewers for looking at the appropriateness of class sizes and concur with the program's response above.

### **Recommendation 2b**

We note that there were no computer science hires in the last decade until 2016-17. The faculty members in Electrical Engineering are more recent acquisitions concerned with their goals and the growth of young faculty. But the Computer Science based faculty need renewal and relief from large class sizes and uneven distribution of graduate students and research activity.

### **Department Response**

The current five-year plan emphasizes renewal of computer science faculty. In view of large class sizes, dramatically strengthening student interest and enrolments in computer science, and the age profile of computer science faculty to the Department looks forward working with the Dean on an urgent basis to make this happen.

### **Dean's Response**

The Dean looks forward to the articulation of a new department five-year plan with a lens towards addressing the recommendations made by the reviewers and a careful consideration of the necessary redistribution of resources versus the new resources needed. The Dean notes that several hires since 2011 were not in support of the

engineering program.

### **Joint Subcommittee on Quality Assurance**

Review and Revision of the five-year plan and specific metrics of enrollment to be completed in Fall 2019-2020.

### **Recommendation 2c**

The committee did not hear any of the faculty speak of the department's needs as a whole; each advocated for their own needs or those of their specialization. Granted this is a large department, but it seems that the department needs to promote a sense of community and address some difficulties as a whole. The five-year plan included in the review file advocates for faculty renewal without addressing any of these issues. The committee recommends a review that takes the needs of the Computer Science programs and faculty very seriously.

### **Department Response**

While it is natural that individual faculty members would first discuss their own interests (and indeed by organizing faculty to meet with the reviewers on an area basis this is to be expected) forming a cohesive sense of purpose and community is a priority that we will take steps to address. It is encouraging that the reviewers note "The co-existence of these programs is not a problem, nor did we see signs of animosity between the different programs."

The Department does not share the view that the current five-year plan is lacking with respect to the needs of the computer science programs and faculty. The Department does agree, however, that morale needs to be improved given the effects of the period spent establishing the engineering programs.

### **Dean's Response**

The Dean is committed to working with the department on identifying ways in which to promote a sense of community not only within the department but across the School more broadly.

### **Recommendation 3**

Undergraduate Program Recommendations: The UG EECS department should review the content of the first year 6 credits of programming in order to address students' perception that they are not sufficiently well prepared for second year. The streaming of students from different first term courses into common second term courses needs to be reviewed.

### **Department Response**

The Department is aware of concerns with the first year sequence of courses and is undertaking a holistic review of the first year and how it transitions students of diverse backgrounds for future study in computer science. The Department will examine the curriculum to better understand if there are differences in the preparation of students for second year between those taking EECS1011/1021 and those taking EECS1012/1022. A small group will be formed to conduct an evidence-based review (including survey

and meetings with students, examination of other institutions, faculty input regarding outcomes evident in upper level courses, etc.) leading to recommendations.

#### **Dean's Response**

The Dean supports the department's approach to create a small group to review this concern; in particular, a focus on learning outcomes assessment to inform an evidence based review is encouraged.

#### **Recommendation 4**

The reviewers recommend that BSc Computer Science students spend more time on 'discrete math' and less on logic in their first year. They point out that many topics in discrete math can support topics in upper year courses; for example, detailed attention to number theoretic concepts and modular arithmetic can support theory around both RSA encryption, as well as complexity. This would also give students some exposure to security issues early on in the program thus increasing the visibility of a somewhat under-enrolled program. This change would also better support second year courses in theory and algorithms. The reviewers agree that it is appropriate to include a full logic course in the curriculum but that it is pedagogically better to offer it in the third year.

#### **Department Response**

The department notes that that the logic course (MATH1090 3.0) should in general be taken by students in second year, as it is a prerequisite to EECS3101 3.0, a required course. The computer engineering degree checklist is explicit about this. The Department will review the advising students receive to ensure that the recommendation is to take it in second year. The broader question of the organization of introductory discrete mathematics and mathematical logic and its relationship to the computer science curriculum will be reviewed in the 2018-2019. A small group will be formed to undertake this review.

#### **Dean's Response**

The Dean concurs with the Department Response.

#### **Recommendation 5**

The reviewers recommend that sessional or CLA instructors be hired in order to reduce the sizes of lectures and tutorials in the undergraduate program. The need to distribute multiple sections into all three terms may also be served by reducing class size and hiring more instructors.

#### **Department Response**

The Department has taken steps to reduce class sizes by offering multiple sections. This will unavoidably increase our reliance on sessional faculty. Class sizes in first year have effectively been halved in FW18/19. Class sizes in second year are also reduced by offering an additional section. The pedagogical role of tutorials is something that the Department will consider carefully. Currently there are scheduled "tutorials" in the second year theory of computation and third year algorithms courses, but they are large,

as noted by the reviewers. Break-out (from large lectures) in first year courses occur only with labs.

The Department also plans to experiment in certain courses with a much smaller, interactive tutorial/recitation group but is concerned about the availability of a sufficient number of Teaching Assistants. A pilot program will help in establishing the efficacy of the approach and its potential expansion.

#### **Dean's Response**

The Dean agrees with the proposed plan.

#### **Recommendation 6**

The EECS department should increase its minimum admission requirements for all undergraduate programs. This is of particular concern for the large Computer Science group. The review team suggests that the minimum be set at 80%, a level that may result in improvements in student learning outcomes and a greater percentage of students remaining in the four-year program.

#### **Department Response**

The Department notes that for the September 2017 admission cycle, 8.8% of total offers to the Ontario high school applicants were below 80% compared to 26.3% the year before. However, the accepts with high school admit average below 80% amounted to 23.6% (compared to 45.9% the year before). The Department agrees that admissions standards need to increase and aims to increase the cut-off to around 82% over the next few years. Noting that the over-arching objective is to increase the quality of those actually accepting their offer of admission, a combination of a higher cut-off and a supplementary application process to allow students below the cut-off to demonstrate their preparation may better achieve the objective of increasing the quality of acceptees.

#### **Dean's Response**

The Dean notes that Lassonde takes a holistic approach to admission and looks forward to identifying a model of admissions that supports the departments goals and priorities articulated in their five-year plan.

#### **Recommendation 7**

Graduate Program Recommendations: EECS Department should develop strategies to ensure graduate students take less time to complete degree requirements.

#### **Department Response**

As laid out in the regulations of York's Faculty of Graduate Studies, a student's "supervisory committee shall meet annually with the student, normally in the spring, to carefully evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting." The EECS graduate program has developed a report on progress. The graduate program office tries to ensure that all graduate students submit their progress reports on a yearly basis. To clarify degree requirements and deadlines, the current graduate program director started with the development of a handbook. The next

graduate program director will take over this task. The majority of the members of the graduate program believe that most of the factors that cause graduate students not to meet degree equivalent deadlines are out of their control.

**Dean's Response**

The Dean indicated that the time to completion and support of graduate students is key priority in delivering a quality graduate student experience. The Lassonde School agrees with the Faculty of Graduate Studies guidelines which describe dual responsibilities between student and supervisor.

**Recommendation 8**

The Lassonde Dean should work together with the department to improve the funding package for graduate students in EECS and support a greater number of graduate students at York.

**Department Response**

The graduate program plans to revisit funding packages in the fall of 2018. The graduate program director will reach out to the current graduate students to estimate the cost of living for graduate students in Toronto. Furthermore, funding packages will be compared to funding packages offered by other similar graduate programs in the province.

**Dean's Response**

The department's revised five-year plan should carefully outline the projected graduate enrollments at the master's and doctoral levels, the total overall number of faculty within the department, the number appointed to the Faculty of Graduate Studies, and the number with full supervisory capacity. It is important to understand the capacity of faculty members eligible and desiring to supervise graduate students to ensure responsible stewardship of the graduate student experience.

**Recommendation 9**

The graduate faculty executive committee should be more discerning in applying the criteria for membership to the graduate faculty. The review team notes that there are several very productive researchers within the Computer Science group but that a substantial number of graduate faculty are neither attracting graduate students nor research funding.

**Department Response**

The graduate executive committee will revisit the criteria for membership of the graduate program. The revised criteria, that clearly distinguish between full, associate and adjunct membership, will be brought to a graduate faculty meeting for approval.

**Dean's Response**

Along with the review of graduate program criteria, the department is undergoing a review of the department's faculty workload document. This document defines the workload of research active and inactive faculty and the criteria for reduced teaching

load could be adjusted to incorporate graduate supervision and research activity performance expectations.

**Recommendation 10**

The review team recommends that a summary CV with common format be used in future reviews. Further, they recommend that all programs housed in the Department be reviewed simultaneously (including the engineering programs).

**Department Response**

The Department sympathises with the reviewers and will endeavour to address this in future reviews to the extent the Department is able.

**Dean's Response**

The Dean also sympathises with the reviewers and will work with all department chairs to identify a common approach to be used across the School.

**Joint Subcommittee on Quality Assurance**

Agreement has been reached to develop a university-wide CV format. The initiative is led by the Vice President Research and Innovation. The Vice Provost Academic will explore the possibility of generating 7 or 8 year version of the cv for use in YUQAP program reviews. Where possible, reviews of all programs housed in a School or Department are reviewed simultaneously.

## IMPLEMENTATION PLAN

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That the Senior administration of EECS (Dean and above) should take financial responsibility to initiate and support an outreach program to encourage strong student applications to EECS, with a particular focus on attracting female students.	Department to explore a multi-pronged approach for need and demand of programs with support of campus resources.	Department with Deans, Vice-Provost Academic, the Office of Institutional Planning and Analysis and market researcher.	Report on initiatives and results in Follow-up Report in September 2020.
2 That the department of EECS should present a new five-year plan that discusses its target enrollments for undergraduates and its aspirations for new research faculty in a more comprehensive way.	Review and Revision of the five-year plan and specific metrics for enrolment targets.	Department	Completion by Fall 2019-2020.
2a That there should be a review of imbalanced class sizes	No further action required	n/a	n/a
2b That more weight should be given to Computer Science Majors; more Computer Science faculty are needed	Review and Revision of the five-year plan and specific metrics of enrolment.	Department/Dean's Office	Report on plan in Follow-up Report due September 2020.
2c That the department develop a sense of community and address some difficulties as a whole	No further action required	n/a	n/a
3 The UG EECS department should review the content of the first year 6 credits of programming.	Small group to review course planning with a focus on learning outcomes assessment.	Department;	Report on outcomes in Follow-up Report due September 2020.
4 That there should be attention paid to	Department to review the	Department	Report on curriculum

discrete math; logic and course sequencing.	organization of discrete mathematics and mathematical logic through small group in 2018-2019.		changes in Follow-up Report due September 2020.
5 That there is a consideration for hiring sessional or CLA instructors in order to reduce the sizes of lectures and tutorials in the undergraduate program.	Department to establish a pilot program and evaluate results.	Department	Report on pilot outcomes in Follow-up Report due September 2020.
6 That the EECS department should increase its minimum admission requirements for all undergraduate programs.	Monitor role of entering GPA on retention and graduation rates.	Department; Dean's Office.	Report on monitoring in Follow-up Report due September 2020.
7 Graduate Program Recommendations: That the EECS department should develop strategies to ensure graduate students take less time to complete degree requirements.	Monitor impact of initiatives on times to completion.	Department	Report on outcomes in Follow-up Report due September 2020.
8 That the funding package for graduate students in EECS be improved and support a greater number of graduate students at York.	Dean's Office to evaluate the five year plan and work with Department on outcomes.	Department and Dean's Office	2019-2020
9 That the graduate faculty executive committee should be more discerning in applying the criteria for membership to the graduate faculty.	Graduate Program Criteria and workload document to be finalized and no later than 2020. The Follow-up Report will include a revised list of faculty members qualified to teach and supervise graduate students.	Graduate Program	Completion no later than June 2020. Report on outcomes in Follow-up Report due September 2020,
10 That a Summary CV with common format be used for future reviews; review programs together.	Vice-President Research and Innovation is leading development of a university-	VPRI and VPA and YUQAP Office	Ongoing and Rota review September 2019.

	wide cv format. Review rota and identify further potential for alignment of reviews.		
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**YORK UNIVERSITY**  
Final Assessment Report

# **HUMAN RIGHTS AND EQUITY STUDIES**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2009 to 2016**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below and considers the documents provided to the reviewers and the additional documents listed below (a to f) as well as the review by the Joint Sub-Committee on Quality Assurance.

**Programs Reviewed:**

***Human Rights and Equity Studies (HREQ) and Multicultural & Indigenous Studies (MIST):***

Specialized Honours BA  
Honours BA  
Double Major, Major/Minor, Minor  
BA

***Program Streams in Multicultural and Indigenous Studies:***

Diaspora Studies, Indigenous Studies, Racism and Multiculturalism

***Certificates:***

Cross-Disciplinary Certificate in Indigenous Studies  
Cross-Disciplinary Certificate in Anti-racist Research and Practice  
Certificate in Refugee and Migration Studies

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

Dr. Anthony Paré, Professor and Head, Language and Literacy Education, University of British Columbia

Dr. Carmela Murdocca, Associate Professor, Sociology, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016  
Self-Study submitted to Vice-Provost Academic: November 2017  
Date of the Site Visit: January 22, 2018  
Review Report received: February 6, 2018  
Program Response received: April 4, 2018  
Dean's Response received: June 26, 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: January 22, 2018**

During the site visit the review team met with the following individuals:

- Dr. Alice Pitt, Vice-Provost, Academic
- Dr. J.J. McMurtry, Associate-Dean, Liberal Arts & Professional Studies
- Mr. Adam Taves, Associate-Dean, Research and Collections, Library, and Ms. Norda Bell, Human Rights & Equity Librarian
- Eight faculty members representing both programs
- Eight students representing both programs
- Dr. Merle Jacobs, Department Chair
- Dr. Livy Visano, Undergraduate Program Director
- Department staff: Ms. Diana Sargla, Ms. Mavis Griffin, and Ms. Lorraine Hislop

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months (September 2020) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Reviews for programs in Equity Studies will be as follows: Human Rights and Equity Studies, launch in Fall of 2024 and site visit in FW 2025; Indigenous Studies, launch in Fall of 2024 and site visit in FW2025.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers noted that the two programs discussed in this report were in the midst of considerable change at the time of the review. They described the changes in their report: “A proposal currently being considered by Senate would lead to the creation of a standalone program in Indigenous Studies, which in turn would lead to the dissolution of the Multicultural and Indigenous Studies program (MIST).” Senate approved the change and students were admitted in Fall 2018. In addition, the Human Rights & Equity Studies program (HREQ) had begun a substantial curricular revision within the Faculty of Liberal Arts & Professional Studies (LA&PS). Senate approved these revisions in March 2019. The reviewers commented on both the current state of the programs and on their plans for change.

The programs align particularly well with key values expressed in the University Academic Plan 2015-2020: inclusivity and diversity as well as social justice and equity. The reviewers noted: “Further consistency is found in York’s Strategic Research Plan: 2013-18, where one of six intersecting themes is “forging a just and sustainable world.” They also commented that the programs’ objectives resonate with the Faculty’s Mission Statement. The reviewers noted that more needs to be done to clarify and community the objectives of the program beyond the department and said: “Curricular reform in HREQ and the creation of a new, more tightly-focused program in Indigenous Studies

(described in Appendix O of the MIST self-study) will likely go a long way towards defining the nature and purpose of the two programs, but certain concerns must be addressed.”

Regarding the program, the report includes the following statement: “The faculty responsible for the two programs are active scholars with good publication rates and regular participation in scholarly meetings. As evident in course syllabi and interviews, the programs are up-to-date and reflect both contemporary disciplinary debate and current social realities.”

The Joint Sub-Committee on Quality Assurance notes that, given that Indigenous Studies comprised the core of MIST, with Multicultural Studies added when Atkinson College and the Faculty of Arts merged to form the Faculty of Liberal Arts and Professional Studies, Indigenous Studies is not new, but rather a modified program that was approved by the York University Senate in February 2018.

### **RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is the list of recommendations from the external reviewers, along with the program response, the Dean’s analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

The reviewers stated the following about the recommendations: “These recommendations largely reflect efforts underway or planned, and are thus offered as confirmation and encouragement. The committee believes that HREQ and MIST represent unique and valuable areas of research and pedagogy, and should be supported and promoted in every possible way by the Faculty and University. However, much has changed since the formation of the programs, and curricular tinkering will not be sufficient. The revisions underway in both programs recognize the necessity of updates. Based on the programs’ self-studies and our onsite visit, we believe that the faculty, staff, and students of HREQ and MIST have the vision, commitment, and consensus required to improve their offerings, and are confident that the successful implementation of the recommendations below will make the programs even more vital, contemporary, and relevant.”

#### **Recommendation 1**

The Reviewers recommend that both programs clearly articulate their general objectives, with a review of their core missions, central themes and topics, in order to clarify the relationship between the two programs and between the programs and other programmatic offerings in the Faculty. The review committee strongly encourages a consolidation and reduction of objectives, so that the programs are able to focus their energies on their main areas of interest and expertise.

#### **Program Response**

The Unit concurs fully with all aspects of this recommendation and stress that the general objectives are clearly congruent with the values and goals of the Faculty and the University especially in terms of the fundamental objectives of inclusivity, diversity, social justice and equity. While the Reviews heard positive assessments of the

programs' general objectives and how the programs address critically important issues and ideas, more needs to be done to clarify and communicate the programs' objectives to colleagues beyond DES, administrators, and students. The Unit is committed to this end. Curricular reform in HREQ and the establishment of the standalone program in Indigenous Studies will likely go a long way towards defining the nature and purpose of the two programs. The Unit will address noted concerns.

The Unit acknowledges that MIST and HREQ were inter-related in ways that caused confusion for students, but this should now be rectified with Indigenous Studies and HREQ both as programs with distinct as opposed to cross-listed courses.

The Department and the Curriculum Committee have set a time-line for this critical review of curricular changes. The courses under review will be resubmitted to the Faculty Curriculum Committee.

### **Dean's Response**

The Office of the Dean strongly agrees with this recommendation. The sustainability of both HREQ and INDG (formerly MIST) programs depends on greater curricular cohesion and clarity for students. Decisions about curriculum renewal – and in particular, about refining the mission statements and program learning outcomes – should be undertaken with these two principles foremost in mind.

### **Joint Subcommittee on Quality Assurance**

The revision to the learning outcomes of HREQ and INDG are minor and now attention must be directed to the overlapping areas. There will be several phases in order to ensure that students enrolled in the existing programs can complete their requirements in a timely manner. One phase of the changes is now complete, and students were admitted to Indigenous Studies in the Fall of 2018. The remaining changes will be completed in the Winter 2019 term.

### **Recommendation 2**

The Reviewers recommend an extensive and detailed identification of learning outcomes, particularly in HREQ, linking desired outcomes to individual courses or clusters of courses. In addition, attention should be paid to the cumulative effect of learning outcomes over the degree pathways, so that learning expectations for honours students, for example, are plainly stated and differentiated from the "hoped-for" outcomes of other students. This action will require consultation with units offering cross-listed courses to determine how their learning outcomes complement HREQ and MIST outcomes.

### **Program Response**

The Department of Equity Studies is committed to clearly articulating the learning outcomes for both HREQ and Indigenous Studies in ways that take into account pathways, student development, and the distinct nature of the two programs. This work is underway.

The Unit agrees that a far more unified, coherent, and explicit program of studies will replace what at the moment appears to be merely a long list of courses and learning outcomes. Such detailed attention will allow HREQ to explain the appropriate linkages and alignments with degree level expectations.

The Unit concurs with the Reviewers that revisions underway to the HREQ program and the transformation of MIST into Indigenous Studies will permit stronger links between curricula and assessment of students' final-year academic achievement. The Unit notes that increased clarity of the undergraduate program will facilitate the current efforts in developing a graduate program in Human Rights.

### **Dean's Response**

The Office of the Dean supports the recommendation. Review and mapping of program learning outcomes according to current curriculum – including cross-listed courses, in consultation with originating departments – should be undertaken with the aim of differentiating the available credentials within the programs and to define the role of each course in helping students fulfill the program requirements and achieve the program learning outcomes. Not all courses need to satisfy all program learning outcomes, but the department should produce a program map that shows a scaffolding relationship between courses at lower and upper year levels (e.g. most 1000- and 2000-level courses introduce new concepts that upper year courses develop and assess).

### **Recommendation 3**

The Reviewers recommend the development of new (or re-tooled) general education courses with broad appeal that will make best use of senior faculty expertise and serve as showcases for HREQ and MIST specialization. Such courses will focus on the topics and themes identified through the process described in Recommendation #1 and should serve to reduce the number of general education courses offered by the programs but increase the number of students taking them.

### **Program Response**

The Unit is developing new (or re-tooled) general education courses with broad appeal that will make best use of senior faculty expertise and serve as showcases for HREQ and Indigenous Studies. Such courses reduce the number of general education courses offered by the programs but increase the number of students taking them. Likewise, the Unit agrees with the claim made by the Reviewers that the revision of general education courses in the two programs will offer a variety of potential benefits: a reduction in the number offered and a consolidation of program expertise in those remaining would provide a higher profile for the key areas or general objectives of the programs.

DES agrees with the consultants that full-time faculty should teach these courses. DES has moved in that direction for the last two years. Indeed, a full-time faculty member would bring his/her disciplinary strengths to the interdisciplinary degree, as well as a knowledgeable integration of the certificates and concentrations into the degree.

DES is allocating three general education courses to Indigenous Studies and nine to Human Rights and Equity Studies (four to human rights and five to equity eg. Health equity). The former program offers an Indigenous focus to general education taught by Professor Bonita Lawrence. General education courses with an interdisciplinary social justice mandate, contributes well to York University's vision and values. Indigenous

Studies, however, will need a strategic marketing plan which will be developed in the next 3 months

In addition to the general shift from curriculum content to learning outcomes as the primary driver of our planning, the Reviewers made substantive recommendations about the general education courses. It is most appropriate that the curriculum for the general education courses continue to be comprehensively and holistically reviewed.

### **Dean's Response**

Although the Office of the Dean supports the recommendation in theory, there was a moratorium on development or significant revision of general education courses in the faculty while new legislation is reviewed by the standing committees and Faculty Council. Now that the moratorium is lifted, revisions to the gen ed offerings in DES should be made in accordance with relevant legislation and in alignment with the other recommendations- specifically the retirement of the MIST rubric and program, and according to the principle of increased clarity in the curriculum of HREQ and INDG. There should also be consideration for the resource implications for the department to offer both quality curriculum for its majors and to provide service teaching for the Faculty.

### **Recommendation 4**

The Reviewers recommend both immediate and long-term improvements in communication about and marketing of the two programs. The reviewers heard numerous complaints about the difficulty of finding information about the programs on the York web page, and experienced that difficulty first-hand. The reviewers noted that issues of social injustice, equity and Indigeneity should be a draw for high school students and pointed to the success of conferences, such as the recent *And Justice For All* conference, in drawing students to York and DES as one method of recruitment. The Unit should seek other University resources in their efforts to raise the profile of these programs.

### **Program Response**

The Unit suggests that the narrowed focus of the proposed Indigenous Studies, the re-focusing of HREQ, and improved communication about and marketing of the two programs will result in an increase in student numbers. The Unit has been active in reaching out to the wider community – going to the community colleges, launching symposia, fairs and orientations, connecting with Recruitment, increasing the profile of the Equity Studies Student Association (ESSA).

Designated faculty will be appointed every two years to continue this outreach and marketing. The Unit will also seek other University resources in their efforts to raise the profile of these programs. The Chair, the incoming Chair and UPD continue to actively raise the profile and have created an ad hoc committee of advisors to strategize immediate and long-term communications and marketing.

### **Dean's Response**

The Office of the Dean believes that the department's next steps in clarifying its programs' curriculum and identities is foremost in helping students to identify and

connect with DES programs, noting that will be difficult to increase strategic communication and recruitment efforts if the programs' aims and outcomes are not well articulated or understood. Further, the department has been prompted a number of times to submit a formal closure proposal for MIST in order to reduce confusion for incoming students about available programs. Until a program closure proposal is approved, MIST continues to appear on OUAC, YU Start and other channels as an active program available for enrollment; LA&PS advisers are also reluctant to direct students away from enrolling in MIST (and toward INDG instead) while MIST appears as an active program.

**Joint Subcommittee on Quality Assurance**

The Unit will submit curriculum change forms to follow through on the closure of MIST and delisting of cross-listed courses. Marketing and recruitment effort and their results will be described in the Follow-up Report.

**IMPLEMENTATION PLAN**

The Implementation Plan below outlines the plan approved by the Joint Sub-Committee on Quality Assurance at the March 2019 meeting.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That HREQ and MIST clearly articulate a consolidated and reduced set of general objectives.	Updates to the learning outcomes of HREQ and INDG have been completed and a good deal of thought must now be given to untangling the overlapping areas. Multiple phases will ensure that students complete requirements in a timely manner.	Department in consultation with Faculty Curriculum Committee and the Teaching Commons.	First Phase complete (Indigenous Studies admitted students in Fall 2018); remaining changes complete by the end of the winter term, 2019.
2 That program learning outcomes for HREQ, pay attention to the cumulative effect of learning outcomes over the degree pathways.	Program Learning Outcomes and Curriculum Map for HREQ finalized.	Department with Faculty supports and the Teaching Commons.	Completed June 2019
3 That new or (re-tooled) general education courses be developed.	Review of General Education requirements underway at the Faculty level.	n/a	Follow-up Report, due September 2020, to document how results of Faculty review affect program.
4 That immediate and long-term improvements be made in the communications and marketing of HREQ.	Focus on recommendations above and then proceed to consider marketing and recruitment.	Department	Report on outcomes in the Follow-up Report due September 2020.

**YORK UNIVERSITY**  
Final Assessment Report

**MASTER OF FINANCIAL  
ACCOUNTABILITY (MFAc)**  
Faculty of Liberal Arts and Professional Studies  
Faculty of Graduate Studies

**Cyclical Program Review – 2008 to 2016**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below and considers the documents provided to the reviewers and the additional documents listed below (a to f) as well as the review by the Joint Sub-Committee on Quality Assurance.

**Program(s) Reviewed:**

Master of Financial Accountability

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

Dr. Gary Evans, Associate Professor, Faculty of Business, University of Prince Edward Island

Dr. Michel Magnan, Professor of Accountancy, Stephen A. Jarislowsky Chair in Corporate Governance, John Molson School of Business University of Concordia

Dr. Brenda Spotton Visano, University Professor, Department of Economics & School of Public Policy and Administration, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016

Self-study submitted to Vice-Provost Academic: August 2017 Date of the Site Visit: November 22, 2017

Review Report received: February 2018

Program Response received: February 2018

Dean's Response received: April 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: November 22, 2017**

The reviewers began their visit with Alice Pitt, Vice-Provost Academic and Fahim Qadir, Interim Dean, Faculty of Graduate Studies and then met with J.J. McMurtry, Associate Dean, Programs and Sandra Whitworth, Associate Dean, Graduate Studies & Research, from the Faculty of Liberal Arts and Professional Studies. The reviewers met with full and part-time faculty members as well as program support staff and University Librarians. Alumni and students of the program also had an opportunity to meet with the reviewers.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance, in September 2020.

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The Reviewers noted in their report that, “Corporate governance is a global challenge and offers graduates from the program with a new and growing job market. For instance, major global financial institutions routinely employ thousands of professionals and staff members to perform various governance-related tasks (compliance processes, money laundering controls, internal controls, financial reporting, internal audit, middle office validation, etc.) .... international corporate governance bodies all recognize the need for better trained professionals to deal with the unique challenges of a changing governance world.”

The report also stated: “To a large extent, the curriculum reflects the current state of the discipline. It is important to note that the discipline itself is evolving and so there is a need to revisit the curriculum on an ongoing basis to ensure that it is up to date. For instance, in recent years, risk management and cybersecurity have emerged as major concerns for boards of directors, leading to increasing resources being devoted to these functions, both from an operational perspective but also from a governance perspective. The program stays current using a combination of full and part-time faculty who have direct links to the professional governance bodies and keep current on the changes through a combination of academic and practical endeavors. Faculty members both full- and part-time are active in at least one professional governance institution.”

**RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is a listing of the recommendations of the Review Report, portions of the Program Response extracted from the 16-page program response outlining 41 program recommendations, and the Dean’s Response to both of the above, outlining who should have authority and responsibility for the recommendations and the timelines for

implementation.

The Joint Sub-Committee on Quality Assurance is confident that the institutional plan at the end of this report will enhance quality of this program.

### **Recommendation 1**

The reviewers recommend setting up a formal governance structure to support and oversee the Director and provide details about the various bodies, roles and responsibilities that should be considered. They also recommend changing the name of the program to one that more closely relates to the focus on corporate governance, beyond just the financial accountability.

### **Program Response**

The program agrees with the recommendation and will expand the existing executive committee to include additional advisors and create stronger conditions for partnerships with professional service firms. A lead instructor, likely part-time in the short term, will be identified to help ensure consistency of content delivery. The program will consider changing its name with Master of Governance and Accountability as one possibility.

### **Dean's Response**

The Office of the Dean is supportive of this set of recommendations in principle and acknowledges that departmental governance structures should be determined by academic units and follow appropriate approval processes.

### **Recommendation 2**

A more formal marketing strategy, anchored around a marketing professional/associate, would help raise awareness about the program and contribute to the diversification of its student body.

### **Program Response**

The program endorses the recommendation and seeks support from the Dean's Office to ensure increased awareness about the program and diversification of its student body.

### **Dean's Response**

The Office of the Dean understands the program's wish to hire a Marketing Associate and encourages the program to inquire with the Executive Director, Strategy and Administration whether there is budgetary allocation for the creation of such a position or whether there is potential to include the creation of such a position in a future Faculty budget.

### **Recommendation 3**

The reviewers recommend an increased social media presence, tracking graduates and otherwise increased efforts to stay in touch with alumni.

### **Program Response**

The program endorses the recommendation and seeks support from the Dean's Office.

### **Dean's Response**

The Office of the Dean is supportive of this recommendation in principle; however, there

has been some challenge to tracking alumni in terms of accessing alumni contact information which is restricted by privacy legislation. An increased social media presence is, however, possible and we encourage the program to connect with the Director, Strategic Communications if additional support with this measure is needed.

**Recommendation 4**

A formal program of Director(s)/Professional(s)-in-Residence should also be set up to ensure continuity in the program's direction, raise its visibility in the governance community and lower reliance on part-time instructors. To raise its research dimension, a Scholar-in-Residence program could also be launched, whose resident could contribute to the course(s) which has (have) a research dimension.

**Program Response**

The program concurs and expresses its expectation that these two programs be established within a year.

**Dean's Response**

The Office of the Dean is supportive of this measure in principle

**Recommendation 5**

Visiting Scholars program linking to international universities that have or are developing a corporate governance focus. This would help promote research between academic professionals. The program is at a stage of development that would benefit from international academic alliances. A number of international universities that have robust PhD governance research programs may prove worthy partners in expanding the existing Master's program.

**Program Response**

The program agrees and will propose a Visiting Scholars program to help promote research between academic professionals with the possibility that such alliances will help expand the York MFAc.

**Dean's Response**

The Office of the Dean is supportive of this measure in principle.  
Resource allocations to be approved by Dean

**Recommendation 6**

Ultimately, a program's visibility is through its graduates and any help they get for placement is likely to get rewarded in the long run. Therefore, the reviewers recommend that, at the very least, the program get a dedicated placement officer who would specialize in targeting governance-related jobs and help the students get ready for these types of positions via "soft skills" workshops and seminars.

**Program Response**

Endorsed fully.

**Dean's Response**

The Office of the Dean should discuss with the Executive Director, Strategy and

Administration whether the creation of a staff position is allocated in the Faculty's budget. In the meantime, LA&PS has recently hired an Associate Director, Experiential Education whose portfolio includes working with programs to facilitate more and better placement of students and to maintain a list of active and potential external partners. The program should be in contact with the Associate Director to discuss possibilities for action.

### **Recommendation 7**

The review report notes that the program needs additional full-time faculty to ensure long-term stability, that the current Graduate Program Director serve an additional 3-year term and that all instructors involved in the program meet more than twice per year for a variety of purposes designed to build relationships and a common vision.

#### **Program Response**

The program supports the recommendation and commits to ensuring that additional meetings are scheduled.

#### **Dean's Response**

Professor LeBlanc has been selected to begin a new term as GPD starting in July 2018. The Office of the Dean notes that the School of Administrative Studies hires every year. None of the positions advertised since 2016 specify corporate governance as an area of specialization, though all tenure-track postings include language that candidates should be prepared for appointment to the Faculty of Graduate Studies shortly after hire. The Office of the Dean is supportive of the program's goal of hosting a meeting for all program faculty more than 2x per year to discuss and pursue professional development and program visioning.

#### **Joint Subcommittee on Quality Assurance**

The School of Administrative Studies will include corporate governance in its hiring priorities for at least one position, preferably two over the next few years to ensure that full-time research faculty have an increased presence in the program.

### **Recommendation 8**

Scope for program to serve growing international need for governance practitioners.

#### **Program Response**

The program endorses the recommendation and proposes to establish an annual or bi-annual MFAc Governance and Accountability Conference.

#### **Dean's Response**

The program's response includes the related suggestion that an annual conference on governance and accountability be established, within two years of the Review Report. The Office of the Dean is supportive in principle and encourages the GPD to apply to the student initiatives fund governed by the Office of the Associate Dean, Graduate Studies and Research for funding to establish the conference.

#### **Joint Subcommittee on Quality Assurance**

This is an ambitious proposal that depends, in the first instance, on the program's ability fulfill Recommendation 1 and develop a more robust governance structure capable of

planning an inaugural conference that should take place sometime prior to the next review.

**Recommendation 9**

Leadership skills and other soft skills are critical to the success of a governance professional. Consider explicitly incorporating a soft skills component into the program.

**Program Response**

The program agrees and identifies the introductory and capstone courses as the appropriate ones to amend and to create leadership and soft skills as specific learning outcomes.

**Dean's Response**

The Office of the Dean is supportive of this recommendation and encourages the program to update its course learning outcomes to include the articulation of specific "soft skills" for the courses FACC 6000 and FACC 6880.

**Recommendation 10**

Consider incorporating technical skills (e.g., spreadsheet capability) into the Orientation in some way.

**Program Response**

The program agrees to contract a qualified instructor already associated with the program to develop and deliver a two-hour training session.

**Dean's Response**

The Office of the Dean supports this recommendation in principle and suggests the program find the most cost-effective way to incorporate this training in the orientation or make it accessible to students via an alternative means. We note, also, that technical skills such as spreadsheet capability – to the extent that can be taught in a two-hour session – are widely available in online tutorials that are publicly accessible for low or no cost.

**Recommendation 11**

Need more formal mapping of learning outcomes at course level to degree level outcomes.

**Program Response**

The program agrees to complete a curriculum map based on the MFAc Degree Learning Objectives

**Dean's Response**

The Office of the Dean is supportive of this recommendation and encourages the program to map course outcomes to program learning outcomes, beginning at the first retreat meeting organized for the program. This measure will help the program faculty, students and the Office of the Dean better understand the curricular path of the program.

### **Joint Subcommittee on Quality Assurance**

The curriculum map will be included with the Follow-up Report. The program is advised that support for this activity is available through the Teaching Commons and that the Program Learning Outcomes as mapped to courses (and other activities) document the means of appropriate assessment. The Program Learning Outcomes should be revised to address changes described above.

### **Recommendation 12**

The room Atkinson 048B is a classroom used often; it is in need of an upgrade to the teaching technology.

#### **Program Response**

The program concurs.

#### **Dean's Response**

The Dean is supportive of this recommendation and is already working with UIT to ensure classroom spaces used by LA&PS are updated with the proper learning technology.

### **Recommendation 13**

The reviewers note that the program's fees are considerably higher than other programs, which allows them to offer their students an enriched learning and networking experience as well as ensuring the building of the program's brand value, higher marketing, support and teaching resources being devoted. In light of our previous recommendations, and consistent with practice in most deregulated programs, we recommend that the MFac resource allocation be reviewed to enhance its visibility and the value students derive from it.

#### **Program Response**

The program endorses the recommendation and seeks assurance from the Office of the Dean that the resources allocated to the program be reviewed in order that student expectations for an enriched learning and networking environment are better met and that the program's brand be enhanced.

#### **Dean's Response**

The Office of the Dean is aware of the program's concern and is already engaged in a review of the program's resources, brand, and visibility in relation to its differentiated fee status.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That the program create a formal governance structure to support and advise the Director.	Program to establish a governance structure, in consultation with the Dean's Office.	Program and Dean's Office.	Follow-up Report due September 2020
2 That the program develop a more formal marketing strategy.	Program will discuss budget allocation with Dean's Office.	Program	n/a
3. That the program increase social media presence and tracking of graduates.	The difficulty of maintaining contact with alumni is a university issue and the Vice Provost Academic will work with the Director of Alumni Affairs to develop a strategy and present to the Deans.	Vice-Provost Academic	2019-20
4 That a formal program of Director/Professional-in-Residence be established.	Resource allocation proposal to be developed by program and allocation to be approved by Dean	Program, in consultation with Dean's Office	Follow-up Report September 2020.
5 That the program establish a Visiting Scholars program.	Resource allocations to be approved by Dean.	Program, in consultation with Dean's Office	Follow-up Report September 2020.
6 That the program employ a dedicated placement officer to target governance-related jobs and help prepare students for these types of positions.	Program advised to work with the Associate Director, Experiential Education in the LA&PS to discuss options.	Program in consultation with the relevant offices.	n/a
7 That the program requires additional full-	The School of Admin Studies to	School of Administrative	Report on

time faculty; GPD appointment to be finalize and meetings to take place.	include corporate governance in future hiring priorities.	Studies	outcomes in the Follow-up Report September 2021.
8 That the program explore ways to mobilize its capacity to serve growing international need for governance practitioners.	Program to accomplish tasks set out in Recommendation 1 to ensure capacity for planning an inaugural conference which should take place sometime prior to the next review.	Program	Conference could take place before next review, scheduled to launch in Fall 2025. Include outcomes in next CPR.
9 That program consider incorporating soft skills component more explicitly into the program.	Revised course learning outcomes to be the program learning outcomes and a revised articulation will be included with the Follow-up Report.	Program, in consultation with the Teaching Commons.	Report on outcomes in the Follow-up Report September 2020 and include
10 That the program incorporate technical skills (e.g., spreadsheet capability) into the Orientation in some way.	Program to determine most cost-effective way to ensure availability of training to students.	Program	Report on outcomes in the Follow-up Report September 2020.
11 That the program ensure that program learning outcomes are formally mapped to course level and program activities and assessment.	Program Learning Outcomes to be mapped to courses and other activities and to document the means of appropriate assessment.	Program	Curriculum map to accompany the Follow-up Report due September 2020

<p>12 That Room Atkinson 048B have a teaching technology upgrade.</p>	<p>Dean's Office is working with UIT to ensure appropriate learning technology.</p>	<p>Dean's Office/UIT</p>	<p>Report on outcomes in the Follow-up Report September 2020.</p>
<p>13 That MFac's resource allocation be reviewed to ensure that the program has the visibility it requires to succeed and that that students are assured of the program's value.</p>	<p>The Dean's Office is engaged in a review of the program's resources to improve student experience and enhance reputation of the program.</p>	<p>Dean's Office and Program</p>	<p>Report on outcomes in the Follow-up Report September 2020.</p>

**YORK UNIVERSITY**  
Final Assessment Report

**PHILOSOPHY**

Campus Glendon

**Philosophy, BA, Glendon**

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA Specialized Honours

BA Honours

BA

Certificate in Law and Social Thought

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

Dr. Samantha Brennan, Professor, Department of Philosophy/Women's Studies,  
Western University, Ontario

Dr. John Heil, Professor, Department of Philosophy, Washington University, St. Louis,  
Missouri

Dr. Kirk Ludwig, Professor, Department of Philosophy, Indiana University, Bloomington,  
Indiana

Dr. Patricia Wood, Professor, Department of Geography, York University

**Cyclical Program Review Key Milestones**

Cyclical Program Review Launch: September 2016

Self-study (undergraduate and graduate) submitted to Vice-Provost Academic: August  
2017

Date of the Site Visit: October 4-6, 2017

Review Report received: December 2017

Program Response received: February 2018

Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019.

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: October 4-6, 2017**

Over the three days, meetings were held at the Keele campus and the Glendon campus. The reviewers began the site visit with a meeting with Vice-Provost Academic, Alice Pitt and Faculty of Graduate Studies Interim Dean, Fahim Quadir on the Keele Campus. In addition, the reviewers met with LAPS Associate Dean Programs, JJ McMurtry, and Associate Dean Research and Grad Studies, Sandra Whitworth. On the Keele campus meetings were held with the Chair, Associate Chair, Undergraduate Program Director, Graduate Program Director, Deputy Graduate Program Director, the Cognitive Science Coordinator and the Modes of Reasoning Coordinator. Meetings were also held with full-time faculty at Keele and at Glendon, contract faculty members and student groups at both campuses. The reviewers had lunch with graduate students and met with Graduate faculty members, faculty from the Cognitive Science program and the University librarians.

On morning of the 5th, the review committee met with the Full-Time Faculty at Glendon College, and then with representatives of Glendon College contract faculty. Next, the review committee met with the Principal of Glendon, Donald Ipperciel, and then with Glendon College undergraduate Philosophy students.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and once completed will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (September 2020).

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers noted the following about the Glendon Philosophy program: “The Philosophy Department at Glendon offers a bilingual undergraduate major in Philosophy, courses that support students learning in other majors, as well as the Law and Social Thought program. The department is to be commended on the recently strengthened Law and Social Thought certificate, which connects the liberal arts to issues of the law and society outside of the academy. It is also notable that the department, at time of shrinking resources, has introduced a number of new courses into the curriculum, including Philosophy of Time, Philosophy of Race, Kant, Wittgenstein, Philosophy and its Logic, Truth, and two course sequences on political philosophy and moral philosophy. This is quite impressive for a small department.”

**RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is the list Recommendations and Suggestions from the external reviewers, along with the program response, the Principal’s analysis and the institutional plan

for the recommendations, including the parties that will be responsible and anticipated timelines.

### **RECOMMENDATIONS**

#### **Recommendation 1**

Require symbolic logic for all the philosophy BAs.

#### **Program Response**

Ensure that a sufficient degree of familiarity with symbolic logic is achieved by students in all sections of MODR 1711; if that proves impossible, make PHIL 2640 / MODR 1716 a requirement for all Honours philosophy students.

Make MODR 1711/1716 / PHIL 2640 a requirement for non-major philosophy programs as well (or, if necessary, the more stringent requirement of PHIL 2640 / MODR 1716).

#### **Principal's Response**

The Principal agrees with this recommendation. It should be sufficient to make sure all sections of MODR 1711 include symbolic logic.

#### **Recommendation 2**

Look for opportunities to work cooperatively with other departments at Glendon to develop new programs (modeled on the Certificate in Law and Social Thought) in ways that will attract students.

#### **Program Response**

Look for opportunities to work cooperatively with other departments at Glendon to develop new programs (modeled on the Certificate in Law and Social Thought) that will attract students.

#### **Principal's Response**

There are many such opportunities for this cooperation since the addition of new programs at Glendon (i.e. in biology, business and communication). For instance, one could explore the possibility of creating an ethics certificate that could include business ethics, bioethics, environmental ethics, etc. Another natural collaboration, given the expertise in the program, is with the Political Science Department, the Linguistics program or the Psychology Department (e.g. Cognitive Science).

#### **Recommendation 3**

Bring the faculty complement up to six, and, ideally, up to eight to address the over reliance on contract faculty for the core teaching mission of the department (ideally reduce it to 30% or less and most 1000-2000 level courses), to enhance program stability, and to facilitate academic planning. The department should think of hires that will complement their current strengths and help enhance undergraduate enrollments.

#### **Program Response**

The Department indicates that it will gladly conduct searches in order to increase our full-time faculty complement to the reviewers' recommended level of six to eight, as soon as we are granted tenure lines to do so.

#### **Principal's Response**

The College is in the process of writing a Faculty-wide complement strategy in which all programs are invited to provide a rationale for new hires supported by data and other material. Once all program reports are in, they will be shared with all and a collective discussion will determine a ranking of the next hires to be made for the Faculty. Given the needs of the Philosophy program, we should be optimistic about the priority level it will be receiving in the process.

#### **Recommendation 4**

Involve chairs in planning and budgeting

#### **Program Response**

The chair will attend the eReports training session with a view to attaining clearer insight into the budgeting process.

#### **Principal's Response**

The principal agrees that chairs should gain a higher level of budget literacy. In the past, there were lost opportunities related in part to a lack of understanding of some of the administrative systems.

### **SUGGESTIONS**

#### **Suggestion 1**

Require both ancient and modern philosophy for the Honours BAs and institute distribution requirements for the BA.

#### **Program Response**

Change the Honours requirement of PHIL 2645 / 2620 from a disjunctive to a conjunctive requirement (unless preliminary investigation reveals this to have disastrous consequences for our major numbers).

For the non-Honours BA: After an investigation into the likely effects of these changes, either require PHIL 1690 / 2645 / 2620 and three upper-level credits of practical philosophy and three of theoretical philosophy, or require three upper-level credits in each of theoretical philosophy, practical philosophy and history of philosophy.

#### **Principal's Response**

The Principal agrees with this recommendation. The program is right in taking students' response to such a change into consideration, given the low enrolment numbers.

#### **Suggestion 2**

If staffing improves sufficiently, introduce a senior seminar on a rotating topic to provide a capstone experience for philosophy majors.

#### **Program Response**

Consider introducing a senior seminar that the Reviewers describe, if and when our full-time faculty complement allows it.

#### **Principal's Response**

This recommendation can be implemented only once a new faculty member is added to the program. When this condition is met, a capstone experience will improve the quality of the program significantly.

### **Suggestion 3**

Consider opportunities for forms of experiential learning core courses in the Law and Social Thought certificate program, including visits from people working in law and government on issues connected with course topics, where appropriate.

#### **Program Response**

Seek opportunities for forms of experiential learning in courses in the Law and Social Thought certificate program.

#### **Principal's Response**

This suggestion is central to the nature and the success of the Law and Social Thought program. The Principal fully endorses this suggestion. Improvements in this area may have a great impact on attracting students interested in pursuing a law degree. Data confirms that a large number of philosophy majors intend to pursue law studies after majoring in philosophy.

### **Suggestion 4**

Make available information about the value of a Philosophy degree on the department's website and as a regular component in the introductory philosophy courses.

#### **Program Response**

Update our website in accordance with the reviewers' suggestions.

#### **Principal's Response**

The Principal supports this recommendation. In addition to updating the website, key messages should be presented in the MODR courses taken by non philosophy majors.

### **Suggestion 5**

Institute a freshman seminar taught by a full-time faculty member as a way of capturing the attention of students with an aptitude and interest for philosophy at the beginning of their college experience. This course should have a cap on the number of students in the course and specifically be aimed at excellent students.

#### **Program Response**

Consider implementing a "freshman seminar" of the sort the reviewers describe, especially if our faculty complement increases enough to make it practicable.

#### **Principal's Response**

Having top scholars teaching first-year courses is essential to attracting student to the program. The Principal does not believe that this recommendation is dependent on faculty complement increases. It is just a question of assigning certain strategic courses to our top-performing professors.

**Suggestion 6**

Make it a regular practice to email or otherwise inform students who have done well in philosophy courses to let them know that they have done well and to encourage them to consider taking more philosophy courses, or to consider a minor, or a major, or a double major.

**Program Response**

Implement the suggested policy of actively recruiting successful students to the further study of philosophy.

**Principal's Response**

This is an easy way to attract top students to the program and is supported by the Principal.

**Suggestion 7**

Establish a pedagogical reading group to read about experiential learning and online learning practices.

**Program Response**

Draw all instructors' attention to the availability of on-campus support for the development of e-learning and experiential education in their courses

**Principal's Response**

The implementation of this recommendation could have a positive impact on integrating EE and e-learning practices in the Department. The Faculty has invested resources in these areas, with – so far – little uptake from the program. This is a priority in the university academic plan. The Principal believes the program could gain from such pedagogical innovations, especially in the Law and Social Thought Certificate.

**Suggestion 8**

Seek to improve communication and coordination between the Glendon and Keele faculty in philosophy, e.g., by holding some philosophy colloquia at the Glendon campus (which also helps students at Glendon), providing the opportunity to teach graduate seminars, and in clarifying policies and decision making.

**Program Response**

Ensure that faculty who wish to do so can continue to offer graduate seminars regularly. Revive the recent practice of hosting one or two meetings per year of the philosophy colloquium series at Glendon.

**Principal's Response**

This is recommendation that is easy to implement and that can have great impact.

## IMPLEMENTATION PLAN

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019 and includes the suggestions provided by the reviewers.

Recommendations & Suggestions	Action	Responsible for Follow-up	Timeline
<b>RECOMMENDATIONS</b>			
1 That symbolic logic be required all the philosophy BAs.	Program to determine inclusion of logic in MODR and PHIL courses.	Program	Report on outcome in Follow-up Report due September 2020
2 That opportunities be sought to work cooperatively with other departments at Glendon to develop new programs (modeled on the Certificate in Law and Social Thought) that will attract students.	Exploration of certificate or other options will continue.	Program and Principal's Office	Report on outcome in Follow-up Report.
3 That the faculty complement be increased.	Principal's Office to finalize complement plan for Glendon and decisions about Philosophy will follow.	Principal	Report on outcomes in the Follow-up Report due September 2020
4 That departmental chairs be involved in planning and budgeting	Program chairs to attend the Chairs and Directors program offered annually by the AVP Teaching and Learning.	Principal and Department	Report on outcomes in the Follow-up Report due September 2020.
<b>SUGGESTIONS</b>			
1 Require both ancient and modern philosophy for the Honours BAs and	Department to consider.		Report on outcomes in

institute distribution requirements for the BA.			Follow-up Report.
2 Introduce Senior Seminar when faculty complement allows.	Department to consider.	Department	n/a
3 Explore experiential learning opportunities in the Law and Social Thought certificate.	Department to consider.	Department	Report on outcomes in Follow-up Report.
4 Make known value of a philosophy degree.	Department to update information in consultation with communications and recruitment staff.	Department	n/a
5 Institute a “freshman seminar”	Department to consider when faculty complement allows. No further action.	Department	n/a
6 Congratulate students successful in philosophy courses.	Department to implement. No further action.	Department	n/a
7 Establish group to discuss experiential and online learning practices.	Department to point instructors to available resources and develop an EE strategy appropriate to philosophy.	Department	Report on outcomes in Follow-up Report.
8 Improve communication and coordination between Glendon and Keele.	Department to consider opportunities. No further action required.	Department	Report on outcomes in Follow-up Report.

**YORK UNIVERSITY**  
Final Assessment Report

**PHILOSOPHY**

Faculty of Liberal Arts and Professional Studies and  
the Faculty of Graduate Studies

**Philosophy, Undergraduate Programs (BA),  
Graduate Program (MA, and PhD)**

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA Program (90 Credits) Philosophy  
 BA (Honours) Program (120 credits) Philosophy  
 BA (Specialized Honours) Program (120 credits) Philosophy  
 Honours (Minor) (120 credits) Philosophy  
 BA (Specialized Honours) Program (120 credits) Cognitive Science  
 Honours (Minor) Cognitive Science  
 General Certificate in Practical Ethics  
 MA Program Philosophy  
 JD/MA Program (combines the JD law program with the MA Program) PhD Program  
 Philosophy  
 Graduate Diploma in Value Theory and Applied Ethics

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

Dr. Samantha Brennan, Professor, Department of Philosophy/Women's Studies,  
 Western University, Ontario  
 Dr. John Heil, Professor, Department of Philosophy, Washington University, St. Louis,  
 Missouri  
 Dr. Kirk Ludwig, Professor, Department of Philosophy, Indiana University, Bloomington,  
 Indiana  
 Dr. Patricia Wood, Professor, Department of Geography, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016  
 Self-study (undergraduate and graduate) submitted to Vice-Provost Academic: August  
 2017  
 Date of the Site Visit: October 4-6, 2017  
 Review Report received: December 2017  
 Program Response received: February 2018  
 Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: October 4-6, 2017**

Over the three days, meetings were held at the Keele campus and the Glendon campus. The reviewers began the site visit with a meeting with Vice-Provost Academic, Alice Pitt and Faculty of Graduate Studies Interim Dean, Fahim Quadir on the Keele Campus. In addition, the reviewers met with LAPS Associate Dean Programs, J.J. McMurtry, and Associate Dean Research and Grad Studies, Sandra Whitworth. On the Keele campus meetings were held with the Chair, Associate Chair, Undergraduate Program Director, Graduate Program Director, Deputy Graduate Program Director, the Cognitive Science Coordinator and the Modes of Reasoning Coordinator. Meetings were held with Full-time Faculty at Keele and at Glendon, contract faculty members and student groups at both campuses. The reviewers had lunch with graduate students and met with Graduate Faculty members, faculty from the Cognitive Science program and the University librarians.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations, and confirms that the institutional implementation plan is clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the ongoing progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after confirmation of the plan by the Joint Sub-Committee (September 2020).

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The following is extracted from the Review Report: “The Philosophy Department offers four undergraduate degrees, a BA in Philosophy, an Honours BA in Philosophy, a Specialized Honours BA in Philosophy, and a Specialized Honours BA in Cognitive Science. The department also offers an Honours Minor in Philosophy, and in Cognitive Science, and a General Certificate in Practical Ethics. The general goals of the program are to inculcate in students the skills of critical evaluation and exploration of fundamental principles and an historical understanding of Philosophy, which places Philosophy at the center of a liberal arts education. It aims to develop skills in analyzing, evaluating, and constructing and supporting arguments both orally and in writing, skills that are transferable to any subject and any area of life. It aims to instill in students’ knowledge of the main positions on central philosophical questions about value, authority, meaning, knowledge and existence, the ability to appreciate alternative positions and points of view, and a healthy skepticism about simple solutions. These goals align with the central goals of philosophical education at every first-rate institution.”

The Master’s program is an intensive course of preparation for applications to PhD programs and the “requirement of two structured courses each in theoretical and practical philosophy, as opposed to distribution requirements, is exactly the right thing to do,” stated the reviewers in their report.

The four-year JD/MA program appears to be well thought out and the thesis

requirement ensures that the MA student develops research skills at the intersection of law and philosophy of the PhD program. In regards to this program, the reviewers had this to say: “This is a well-designed program, certainly well in the mainstream of graduate programs, and the department is to be commended in particular for designing program components (i) to get students up-to-speed on what is required for success in a PhD program with the first year seminar and (ii) to help students in the third year make the transition to the dissertation smoothly with the third year research seminar. Both of these make an important contribution to ensuring that students make timely and appropriate progress toward the degree, especially the structured approach to getting students through the third-year requirements and onto the dissertation writing stage. The Two Paper requirement in addition helps to professionalize students by requiring them to prepare two publishable quality papers as a qualification for continuing in the PhD program.”

### **RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is the list recommendations and suggestions from the external reviewers, along with the Program Response, the Dean’s Response and the institutional plan for the recommendations, including the parties that will be responsible and anticipated timelines.

#### **Recommendation 1**

Recommendation for Philosophy: Require, minimally, P2100 Introduction to Logic for the philosophy BA.

#### **Program Response**

The program indicated that this recommendation is worthy of serious consideration and will review in the department’s executive and curriculum committees, but they are not sure that it would be best for all Philosophy BA programs. PHIL 2100 is already a requirement for BA Honours and BA Specialized Honours (a majority of our majors). However, it’s only a disjunctive requirement for the regular (90-credit) BA, the other disjunct being PHIL 2200: Critical Reasoning. Given that the regular BA is taken by a minority of our majors and that it’s a non-Honours major, the program thinks it’s warranted to allow students the option of taking either PHIL 2100 or 2200, which is an introduction to informal logic (i.e. non-symbolic logic).

#### **Dean’s Response**

The Office of the Dean is supportive of this recommendation and the departmental committees’ consideration of it as the broader implication of this recommendation is about clarifying and strengthening a curricular path that helps students in articulating their degree outcomes independently.

#### **Recommendation 2**

Recommendation for the graduate program: Recognize the special role that the First Year Seminar and the Third Year Research Seminar play in the Philosophy PhD program and do not require that the department justify running them each year when enrollment, because of entering class size, is lower than six students

#### **Program Response**

The program endorses this recommendation

**Dean's Response**

The Office of the Dean is aware of and understands the department's concern about the graduate seminars. At the same time, LA&PS has an ongoing responsibility to manage the financial consequences of declining enrollment to ensure program and Faculty sustainability over the long term. It is clear that there is curricular significance for these courses to graduate students and the program; requesting justification for running both courses every year is not meant to be punitive, but rather to ask the Department to seriously consider solutions to declining enrolment on their curricular structure.

**Recommendation 3**

Recommendation for York University: In the next contract negotiation, negotiate for more opportunities for graduate students to teach their own courses. Minimally, each graduate student (where 'teaching how to teach' is integral to the program objectives) should be afforded at least one opportunity to teach his or her own course.

**Program Response**

The Program endorses this recommendation.

**Dean's Response**

The Office of the Dean recognizes the importance of creating opportunities for PhD students to learn to teach and to gain experience directing university courses and will adhere to the provisions of the collective agreement that has been finalized in Fall 2018.

**Recommendation 4**

Recommendation for Cognitive Science: Change the admissions requirements for the Cognitive Science Specialized Honours BA to correspond to those for the Philosophy Specialized Honours BA.

**Program Response**

The Program agrees with this recommendation and have made this request to the LA&PS Dean's office in the past. It would make more sense to have the same entrance requirements for both COGS and PHIL. Though the information on the admissions website may be suggestive rather than signaling a definite cutoff, the program feels that both should read: "To gain admission to this program, your academic average should be in the mid-to high 70s."

**Dean's Response**

The Dean's Office monitors t applications to all programs on a yearly basis and in consultation with the department. This change can be discussed with the Department with the Registrar's Office.

**Recommendation 5**

Recommendation for Philosophy: Work with Central Advising to train one or two advisors to be the advisors to whom cognitive science and philosophy majors are directed for advice, and have them send students to the department advisors when questions arise to which they do not know the answers.

**Program Response**

The program has made this request on a few different occasions in various meetings and would be very happy to work with advisors on this so that they are aware of some of the frequently asked questions by Philosophy and Cognitive Science majors, and know the answers to them. A few advisors should also be aware of some common problems and pitfalls faced by students in our programs.

**Dean's Response**

The Office of the Dean has communicated this recommendation to the Assistant Director, Academic Advising. Academic Advising has arranged to meet with the Chair and UPD in June 2018 to discuss some of the common issues Philosophy and Cognitive Science students face. In addition, the Academic Advising unit is planning for a dedicated advisor dedicated to individual programs by fall 2018. The dedicated advisor will be trained on the issues identified in the meeting between the Assistant Director, Chair, and UPD.

**Recommendation 6**

Replace faculty retiring in the next few years. Hire a replacement in Ancient Philosophy, which is indispensable for the curriculum. Hire a research epistemologist, the only major gap in the department's coverage.

**Program Response**

The Program strongly agrees with this recommendation to replenish our faculty complement. Ancient Philosophy is certainly high on our list of priorities, as indicated in the self-study report.

**Dean's Response**

The Office of the Dean is aware of the Department's concerns about the need to replace retiring faculty members to ensure curricular integrity. The recent search for a tenure-track, Research Enhanced Faculty position with specialization in the area of Philosophy of Perception was successful. The search was successful and the faculty member will begin the position on July 1, 2019. An additional search for a teaching position (MODR) has been authorized for a July 2019 search.

**Recommendation 7**

Do not schedule tutorials before the lectures to which they pertain.

**Program Response**

This is an interesting recommendation and the Program will look into the possibility, in collaboration with Academic Scheduling and the Registrar's Office. But before undertaking such a policy the program wishes to consult teaching assistants and contract faculty to determine whether holding tutorials before lectures is widely seen as a liability. The program is not sure how feasible this would be due to the importance of scheduling all tutorials in the morning to allow PhD students to attend graduate seminars in the afternoon (sometimes beginning late morning).

**Dean's Response**

For the reasons noted above related to scheduling, as well as the overall challenge of coordinating the space requirements of a faculty the size of LA&PS, implementing this recommendation is unlikely. The Office of the Dean would be supportive of the Department's effort to survey broadly TAs and contract faculty to determine whether having tutorials before lecture is perceived as a barrier to student success. If no

change is possible or required to address this issue, an alternative measure would be for the Department's instructors and TAs to work with the Teaching Commons to find instructional strategies for making the best use of tutorial time before the lecture.

**Recommendation 8**

Seek to reduce impediments to the participation of graduate faculty at Glendon in the graduate program.

**Program Response**

The program agrees with this recommendation. Teaching at the graduate level by Glendon faculty is welcome and recently the Glendon administration has allowed two faculty members to teach 6000-level seminars in 2018-2019. The program hopes that the Glendon faculty teaching at the graduate level is not confined to integrated (5000-level) courses.

**Dean's Response**

The Office of the Dean is supportive of this recommendation and Glendon's decision to allow two faculty members to teach 6000-level courses in 2018-19.

## IMPLEMENTATION PLAN

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019.

In addition, the reviewers made eight thoughtful suggestions about the Philosophy program's curriculum and enrolment. The Program and the Dean's Office are together considering those that might be possible as the program evolves.

Recommendations and Suggestions	Action	Responsible for Follow-up	Timeline
<b>RECOMMENDATIONS</b>			
1 That P2100 Introduction to Logic for the philosophy BA.	Program to consider recommendation as it clarifies curricular path for the program learning outcomes.	Program	Report in Follow-up Report due September 2020
2 That the special role played by the First Year Seminar and the Third Year Research Seminar in the Philosophy PhD program be recognized.	Program to review curricular structure of the graduate program in light of declining enrolment.	Program	Report in Follow-up Report due September 2020
3 That more opportunities for graduate students to teach their own courses be a priority in collective bargaining	No follow-up. Out of scope for Cyclical Program Reviewers.	n/a	n/a
4 Recommendation for Cognitive Science: That admissions requirements be changed for the Cognitive Science Specialized Honours BA to correspond to those for the Philosophy Specialized Honours BA.	Dean's Office continues to monitor applications to programs annually in consultation with programs and makes determinations about cut-offs with the Registrar's Office. No further action required.	n/a	ongoing
5 Recommendation for Philosophy: That Central Advising train one or two advisors to be dedicated advisors for cognitive	Dean's Office is working with the Academic Advising unit on new model for advisor assignment and	n/a	ongoing

science and philosophy majors	training. No further action required.		
6 That faculty retiring in the next few years be replaced	Two searches authorized for positions to start in July 2019. No further action required.	Program/Dean's Office/ University	Report in Follow-up Report due September 2020
7 That tutorials not be scheduled before the lectures to which they pertain.	Program and Dean's Office giving careful consideration to recommendation within York context. No further action required.		
8 That there should be a reduction of impediments to the participation of graduate faculty at Glendon in the graduate program.	The Provost is actively considering ways to facilitate inter-faculty graduate teaching arrangements.	Provost	Ongoing
<b>SUGGESTIONS</b>			
1 Require Ancient Philosophy as well as Modern Philosophy for all majors for the philosophy BA and consider requiring a two-semester sequence in Modern Philosophy or introduce a one-semester survey course in Modern Philosophy as a requirement. Consider requiring a 3000-level ethics course for the BA in philosophy.	Department to consider curricular recommendation. No further action required.	Department	n/a
2 For graduate programs, allow a course that has at least four students in it to run	No further action required.	n/a	n/a
3 Highlight value of philosophy degree on website.	No further action required.	n/a	n/a
4 The reviewers suggest that the department consider direct entry to the	No further action required.	n/a	n/a

PhD program for students			
5 The reviewers suggest that the department use GRE mailing lists to contact Canadian students	No further action required.	n/a	n/a
6 The reviewers suggest that the availability of information on the departmental website concerning the PhD program be more accessible	No further action required.	n/a	n/a
7 Feature in promotional materials testimonials from current PhD students.	No further action required.	n/a	n/a
8 Provide the placement officer with a fall semester course release.	No further action required.	n/a	n/a
9 To enhance the department's offerings, help distribute the supervisory load, increase the proportion of 3000 and 4000 level courses taught by full-time faculty,	No further action required.	n/a	n/a

**YORK UNIVERSITY**  
Final Assessment Report

# **SOCIAL AND POLITICAL THOUGHT**

Faculty of Liberal Arts and Professional Studies  
Faculty of Graduate Studies

**Social and Political Thought, Graduate Program  
(MA and PhD), Department of Social Science**

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

MA, Social and Political Thought  
PhD Program, Social and Political Thought

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

Dr. Thomas Carmichael, Dean, Faculty of Information and Media Studies, University of Western Ontario  
Dr. David Theo Goldberg, Professor, Director, Humanities Research Institute, University of California, Irvine  
Dr. Lisa Farley, Associate Professor, Education, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016  
Self-study (undergraduate and graduate) submitted to Vice-Provost Academic: August 2017  
Date of the Site Visit: October 12,13, 2017  
Review Report received: December 2016  
Program Response received: March 2017; revised November 2018  
Initial Dean's Response Received: April 2017; revised November 2018

At the May 2017 meeting of the Joint Sub Committee on Quality Assurance it was determined that a meeting with the program in Social and Political Thought should be held to discuss the issues raised. This meeting, having been delayed by the York University labour disruption of 2018, was held in November 2018. Revised statements from the program and the Dean were provided and the Implementation Plan and FAR confirmed by the Joint Sub-Committee on Quality Assurance March 2019.

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT:** October 12 & 13, 2016

At the start of their visit, the reviewers met with Alice Pitt, Vice Provost Academic, and Barbara Crow, Dean of Graduate Studies and then met with Amanda Glasbeek, Chair of Social Science. A meeting was held with JJ McMurtry Associate Dean, Programs/LAPS and Sandra Whitworth, Associate Dean LAPS/Grad, followed by meetings with the Graduate Program Director, Eve Haque and the Social and Political Thought Program Executive and faculty members, as well as the administrative assistant for the program. The University Librarian met with the reviewers and students attended a lunch with the reviewers.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and met with representatives of the program and the Associate Dean of Programs and the Associate Dean of Graduate Studies and Research for Liberal Arts and Professional Studies to discuss the review outcomes further. There is a strong consensus that SPT represents York's strength in interdisciplinary graduate education in the social sciences. Growth in the number and size of programs at York and beyond and the introduction of a new university budget model have had an inordinate effect on programs like SPT. The implementation plan calls upon the program, the Office of the Dean of Liberal Arts and Professional Studies, the Dean and Associate Vice President, Graduate Studies and the Office of the Vice Provost, Academic to develop a model to sustain and invigorate SPT. *During the 2018-2019 academic year, concrete discussions are underway to address issues relating to interdisciplinarity and program collaboration within the Faculty of Liberal Arts and Professional Studies and across the university. Curriculum planning will provide the justification for professorial releases. As a result, enrolments in the courses will be maximized and cross-program student cohorts will be fostered.*

A report on the progress of the initiatives undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due in 18 months (September 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

**STRENGTHS AND PROGRAM DESCRIPTION**

With an MA and PhD launched in 1973, Social and Political Thought emphasizes the study of social and political ideas as these are manifested in creative theories, political movements and associated phenomena that propel social change. As a hallmark program for interdisciplinary thought and research, SPT draws colleagues from across the university in an ongoing effort to broaden our horizons and challenge our own traditions. Three traditional areas of focus (History of Social and Political Thought; Consciousness and Society; and Economy and Society) have contributed to several generations of academic leaders in Canada and beyond. As the Review Report notes: "As one of LA&PS's oldest graduate programs and one of the most highly regarded graduate programs in the division, SPT has successfully attracted national and

international applications from highly qualified candidates with demonstrated capacity to work independently. SPT is principally a doctoral program, with a smaller one-year M.A. program offered under its umbrella, and these programs lead to Ph.D. and M.A. degrees respectively.”

The program reaches students who have identified a program of research that cannot easily be accommodated within the framework of one of the associated disciplines. The program prides itself on its ability to ensure intellectual rigour while also identifying and nurturing exciting new ideas at the edges of thought and disciplines within the academy and the broader community. The program is recognized as one of the premier programs in social and political thought, even as similar programs proliferate nationally and internationally. The Review Report states: “The students we met were thoughtful, intellectually mature, and pursuing interesting projects.” The Review Report identified several university priorities that are congruent with and enabled by SPT; however, the contribution most emphatically endorsed is “the University’s insistence that academic quality is an overriding imperative, within a culture informed by interdisciplinarity and by a commitment to engagement in the public sphere.”

### **RECOMMENDATIONS AND RESPONSE SUMMARY:**

The Reviewer Report states the following: “Our recommendations are set out in the relevant sections of our report; we note here that they largely follow on from the issues identified both in the self-study and in the Decanal Agenda. We make six substantive recommendations which we feel bear special consideration for SPT to continue flourishing.”

#### **Recommendation 1**

First, for any graduate program to flourish, it has to have a secure dedicated budget it can draw on for the benefit of the program. The reviewers recognize that in the current academic climate, all budgets are subject to the contingencies of the financial well-being of the institution, and may be subjected to cuts. And any budget is contingent on programmatic review and renewal. That said, nevertheless, the program should not have to rely on the occasional goodwill of institutional administrators to cover the costs of its own coherent programming. Once established, its budget should be directly under its own determination and for which it can be held directly responsible to the fiscal administration of the university.

#### **Program Response**

The program notes that it draws expertise from across the university, has budget to mount 6 half-courses annually, and has a list of approved courses in addition. The 6 courses ensure that the distinctive areas of inquiry are covered, that students form a community and that the program maintain coherence. The program points out that it can be difficult to identify instructors for the 6 courses, a situation exasperated by the introduction of a new activity-based budget model. As an interdisciplinary program with no cognate undergraduate program, it is difficult to have input on faculty hiring priorities. This, however, is changing with better inclusion of the Graduate Program Director in the Department of Social Science’s governance, and the program is better able to identify

its needs within Social Science appointment.

### **Dean's Response**

The Office of the Dean appreciates the program's challenge in seconding faculty members from across the university to teach SPT courses and notes that SPT is at an important historical moment within the context of both the program and LA&PS. The Office of the Dean supports the program's strategy of looking for affinities within SOSC appointments rather than requesting dedicated appointments, but is also willing to consider, in consultation with the program, a re-organization of the placement and structure of SPT within LA&PS, particularly if it would allow the program to address these issues (connected also to the Recommendation 2). While both of these issues concern program coherence and identity, they also foreground the significance of collegial relationship building for sustaining interdisciplinary programs, whether that is done from within Social Science or in a new structure designed to address programs with no direct cognate unit is something the Office of the Dean is ready to explore with the program.

### **Recommendation 2**

SPT and its host, the Department of Social Science, would both be well served to work out agreeable mechanisms for more coherent integration of the graduate program into the Department. These might range from SPT representation and voting power in departmental decision-making regarding graduate program, to taking affirming steps to establish a common intellectual as well as administrative culture while also recognizing the appropriate degree of autonomy for SPT.

### **Program Response**

The program reports that: "We have been encouraged by efforts made on the part of the Department of Social Science to include SPT in its governance structures. In addition, in 2018-19, the current Grad Program Director is sitting on the Department of Social Science (SOSC) Executive as well as regularly attending SOSC council and fall retreat. This has gone a long way in creating good will between the Department and the SPT program. The Grad program is also seeking to appoint more SOSC faculty to its roster. This will move the integration process significantly."

### **Dean's Response**

The Office of the Dean is pleased with the program and departmental efforts to include SPT representatives into departmental governance, especially with respect to decisions that implicate the program. The Office of the Dean suggests that more needs yet to be done that may require a larger organizational undertaking, which it is willing to pursue.

### **Recommendation 3**

The Reviewers identify challenges related to the standing of SPT given the fact that it has no dedicated faculty members. Teaching and service contributions, which are often in addition to the home department's needs, can be difficult to secure. The University "needs to work out equitable and incentivizing protocols and platforms for faculty

participation and contribution to SPT.” The reviewers note that there may be other programs at York will similar challenges. They also recommend clearer articulation of expectations for affiliated faculty members, opening affiliation to untenured faculty and establishing emeritus status for retired faculty with clear expectations and regulations.

### **Program Response**

The program notes that aspects of this recommendation have been addressed with respect to Recommendation 1 and agrees agree that current regulations regarding faculty involvement may not be conducive to ensuring that colleagues across the university are willing to commit to SPT. The Executive has begun revising the appointments criteria to better align with the needs of the program and hopes to complete this task by February 2019. The Executive will also reconsider the condition that makes untenured faculty ineligible for appointment.

### **Dean’s Response**

The Office of the Dean notes the goal of completing the revised appointments policy by February 2019 and requests an update on the status of the revision, including a clear articulation of criteria according to defined program needs and priorities. Consistent with the reviewers’ recommendation, the regulations or policy should address emeritus and untenured status, as well as expectations for these groups’ participation in the program moving forward.

## **Recommendation 4**

SPT is administered by one full-time staff person and a faculty director. At the time of affiliation with SOSC, SPT was provided an additional ten hours in staff support but that arrangement has turned out to be far less than ideal. The reviewers document the challenges and recommend that a full-time staff member be provided for 10 hours per week. In addition, the reviewers recommend that a faculty associate member be appointed to the task of student advising, as a way to free the Director for more pressing challenges and was away to prepare a future Director.

### **Program Response**

The program identifies the most critical workload issue as the GPD course release. At the time of the cyclical review, the GPD received 1.5 FCE. Right now, the GPD is on a 1.0 course release with an additional 1.0 FCE to teach the “Core Course”. In addition, an MA “Core Course” (.5 FCE) is now on the books for W 2019, so the Master’s advising should be reduced as a result of this. The MA “Core Course” could either be taught by the GPD, or if a Faculty Associate Director is established, this faculty member may be the person to teach the MA Core course, and thereby assume some of the MA advising duties.

The program notes that no progress has been made on staffing support. While the SOSC staff have been extremely receptive and warm to SPT as an entity, some continued administrative help will be beneficial, especially to help the GPD plan longer term events. The program is in dialogue with SOSC on this.

### **Dean’s Response**

The Office of the Dean supports the recommendation to increase administrative support dedicated to the graduate program and that this increase, in whatever form it takes, needs to include staff or faculty who can access confidential student files. In principle, the Dean's Office agrees strongly that an arrangement that makes available regular and high-quality front-line service to students – especially related to advising – is a priority. In line with our response to Recommendations 1 and 2, a revised administrative structure around which programs that have no historical links to cognate departments may be a way to provide additional pooled administrative support to programs like SPT, and the Office of the Dean is willing to begin those discussions.

### **Recommendation 5**

The review report suggests dedicated space would encourage students to participate in campus intellectual life more readily, to have greater presence in the program, and advance the program's culture and cohesion overall. The report acknowledges challenges regarding space resources expresses the view that dedicated space would go a long way to advancing the integration of the faculty and students as well as the program in York's institutional life.

### **Program Response**

The program confirms the need and points out that one of students' biggest concerns expressed during the site visit was an isolating graduate student experience, particularly in the latter parts of their program. The program acknowledges that physical space may not be the panacea for this and that they have tried to address this problem in other ways, i.e. via workshops and community building events. The program does agree that more program space would serve to better integrate students and faculty and heighten the visibility of the program. While aspects of this challenge can be addressed through academic programming, more program space could go a long way towards advancing the integration of student and faculty presence in the program and to heightening the visibility of the program at York. The program welcomes the opportunity to explore this issue with the SOSC, which does have some pockets of space that might well serve all three grad programs housed in the Department. This process has begun and there is hope.

### **Dean's Response**

The Office of the Dean is aware of the issue of student space for SPT and other programs across York; however, space for LA&PS is extremely limited, as the program response and the reviewers' recommendations note. But within these constraints, we are interested in investigating new space arrangements within the existing LA&PS space footprint, which would align with the discussion proposed above in recommendations 1 and 2. The Dean's Office is glad that the graduate programs are exploring with the department what possibilities exist for dedicating un- or under-used space for students and agree with the Program's Response that if students' sense of isolation in the upper years of the program is significant, then perhaps it is not best addressed by the allocation of physical space.

**Recommendation 6**

This recommendation flows from others. The program needs to undercut the sense of isolation that students expressed. The reviewers identified the need to improve the student experience and create more coherent networking opportunities so that students could contribute to their learning, with one possible outcome of decreasing times to completion.

**Program Response**

The program has implemented procedures to ensure that students meet milestones. We have reduced the time to completion from an average of 22 terms to 18 and note that this assessment is also misleading given the period covered. An annual progress report is now in place and the GPD has a process for following up with students who are not meeting expectations.

A “Core Course” for incoming PhD students has been successful in connecting students to each other and the program’s expectations. The Core Course has also decreased our “times to ABD.” The big hurdle we need to tackle will be time from ABD to completion. We are now in the process of investigating this. Further, the program hopes to expand this to provide a similar level of support to master’s students (see program response Recommendation 4 above).

**Dean’s Response**

The Office of the Dean is pleased that the graduate program has reduced its average terms to completion from 22 to 18 and encourages the program to continue finding ways to support students in timely degree completion. As part of an implementation plan, the Dean’s Office would like to see the Program Report in writing, by a set deadline, how it is investigating the issue of time to completion and student isolation as well as what strategies it is developing to strengthen support of students to complete their degrees on time.

## Implementation Plan

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That the program have a secure, dedicated budget.	The Dean of the Faculty of Graduate Studies (FGS), in collaboration with the Office of the Provost, has undertaken consultations to address these issues, which also affect other programs and will make recommendations in the Spring of 2019.	Dean of FGS; Office of Provost; programs	Spring 2019; Report on outcomes in the Follow-up Report, due September 2020.
2 That SPT and its host Department of Social Science establish a mechanism for more coherent integration of the graduate program into the Department	The program will report on the outcomes of efforts to integrate the program into the Department's governance in its follow-up report.	SPT program and Department of Social Science.	Follow-up Report, due September 2020.
3 That there be clear expectations for faculty members affiliated with the program.	The program will submit revised appointment procedures to FGS by April 2019. Once approved, the program will review current affiliations and present a new list with the follow-up report.	SPT program with FGS.	Follow-up Report, due September 2020.
4 That an adequate staffing model be established to support the SPT program.	The recommendation to increase course release is out of scope for a CPR. However, the JCSQA ask	FGS	Follow-up Report, due September

	that the recommendations brought to the community by the Dean of FGS include consideration of appropriate terms for interdisciplinary graduate programs such as SPT. Staffing supports will be included in the follow-up report.		2020
5 That dedicated space for the SPT program be found.	The FGS Dean's report on inter-Faculty/inter-disciplinary graduate programs will include recommendations regarding space and location to be developed in consultation with programs and Faculty Deans	FGS in consultation with programs and Faculty Deans.	Follow-up Report, due September 2020
6 That supports for the SPT student community be established.	The program will report on times to completion, student satisfaction with the PhD Core Course (based on a student survey), and any other measures taken to build a strong student community within SPT and with students in related programs.	Program	Follow-up Report, due September 2020