

# York University Senate

## Notice of Meeting

**Thursday, March 31, 2016 at 3:30 p.m.**

**Senate Chamber, N940 Ross Building, Keele Campus.**

**Please note the starting time for this meeting.**

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1. Chair's Remarks (G. Comninel)
2. Business Arising from the Minutes
3. Inquiries and Communications
  - a. Academic Colleague to the Council of Ontario Universities (G. Tourlakis; COU Issues Update online)

### Committee Reports

4. Executive Committee (L. Beagrie) ..... 1
  - a. Presidential Search: Discussion of the Content of Senate's Advisory Statement

**Note:** The discussion of item a. will begin with a motion **“that Senate move into Committee of the Whole for the purpose of discussing the content of Senate's advisory statement to the Presidential Search Committee.”**

5. Academic Policy, Planning and Research (R. Pillai Riddell) ..... 6
  - a. Department of Computational Arts, School of the Arts, Media, Performance and Design: Establishment and Recommendation to the Board of Governors (Statutory Motion) (Appendix A) ..... 8
6. Academic Standards, Curriculum and Pedagogy (F. van Breugel) ..... 22
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# York University Senate

- 7. Joint Report of Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy (R. Pillai Riddell / F. van Breugel) ..... 113
  - a. Report of the Joint Sub-Committee on Quality Assurance ..... 114
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## President's Items and Other Business

- 8. President's Items (M. Shoukri)
  - a. Kudos Report..... 152
- 9. Other Business for Which Due Notice Has Been Given
  - a. Discussion of Freedom of Expression and Academic Freedom (see the Executive Committee Report, information item 4, page 3 for details)

## 10. Other Business

## Consent Agenda

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

- 11. Minutes of the Meeting of February 25, 2016 ..... 162
- 12. Senators on the Board of Governors re March 1, 2016 Meeting of the Board (D. Leyton-Brown / B. Lightman) ..... 170
- 13. Establishment of a Game Arts Stream within the BA Program in Digital Media, School of the Arts, Media, Performance and Design / Lassonde School of Engineering (ASCP Report, Appendix E, page 109)

M. Armstrong, Secretary

## Executive Committee – Report to Senate

At its meeting of March 31, 2016

### PRESIDENTIAL SEARCH: SENATE ADVISORY STATEMENT

#### 1. Discussion of Senate's Advisory Statement to the Presidential Search Committee in Committee of the Whole

At the outset of this item, the Vice-Chair of Senate will move:

that Senate move into Committee of the Whole for the purpose of discussing the content of an Advisory Statement to the Presidential Search Committee to be submitted for Senate approval in April.

#### Development of Senate's Advisory Statement

Presidential search protocols adopted by the Senate and Board of Governors in 2005 provide for the transmittal of a Senate-approved advisory statement to the search committee. The statement, prepared by the Executive Committee, will be based on input from Senate committees and Faculty Councils, and, based on discussion in committee of the whole, by Senate itself.

All members of the University community will have an opportunity to communicate their individual views on the search criteria and qualities of the next University president to the search committee, either by invitation, by corresponding with the search committee or by participating in open forums. The advisory statement adopted by Senate should focus on the collegium's sense of the most important academic contexts for the search. Of particular significance in this regard is the *University Academic Plan 2015-2020*, Senate's most recent, explicit and comprehensive expression of academic priorities in the years ahead. Senators are asked to address the following questions:

In light of the *University Academic Plan 2015-2020*

What makes York University different from other universities / what strengths should York continue to build upon?

What challenges and opportunities do you see for York University over the next few years?

What should be the goals and priorities for the next President and Vice-Chancellor? (Alternatively, you may wish to just finish the sentence: "I hope that the next President does ...".)

What experience and/or leadership attributes should York University be seeking in its next President and Vice-Chancellor – and are there any characteristics of York itself that the next President should exemplify?

# Executive Committee – Report to Senate

What else should the Search Committee be considering?

The Executive Committee will submit its advisory statement for Senate's approval at the meeting of Senate after reflecting on written submissions and discussion at Senate on February 23.

## Timelines for the Development and Approval of the Advisory Statement

March 16	Forward questions to Senate committees and Faculty Councils
March 31	Senate discussion of questions in Committee of the Whole
April 11	Due date for submissions from Senate committees and Faculty Councils
April 19	Senate Executive meeting: review of submissions / finalization of statement for Senate approval
April 28	Senate approval of advisory statement

Senators may also submit comments directly to Senate Executive through Maureen Armstrong ([maureena@yorku.ca](mailto:maureena@yorku.ca))

The Search Committee welcomes input from all members of the community.

Open forums were held on the Keele campus on March 22, and are being rescheduled for Glendon. Dates, times and locations are posted on the Presidential Search Committee Website at

<http://secretariat.info.yorku.ca/files/Notice-of-Consultations.pdf>

## FOR INFORMATION

### **2. Annual Call for Expressions of Interest in Senate Committee Membership and Other Positions Elected by Senate**

The Executive Committee has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. Senators are encouraged to assist in the process of identifying prospective candidates. An online form is available for the purpose of suggesting the names of individuals, which may also be communicated directly to Robert Everett of the University Secretariat ([beverett@yorku.ca](mailto:beverett@yorku.ca)).

Documentation is attached as Appendix A.

### **3. Status of Motion Debated Under Other Business at the February 25 Meeting**

At the meeting of February 25 Senate agreed to debate a motion submitted for consideration under other business. A motion to adjourn debate was approved as a result of requests for additional information about the events described. The Executive Committee has since been advised that the mover has withdrawn the motion.

# Executive Committee – Report to Senate

## 4. Discussion of Freedom of Expression / Academic Freedom

At the Senate meeting of February 25, Senator Grinspun requested that time be reserved for a discussion of academic freedom and freedom of expression. He reported that a number of faculty members had recorded their support for such a discussion in a petition subsequently shared with the Executive Committee.

Senate Executive has agreed to this request and has created space for discussion under the item Other Business for Which Due Notice has Been Given in order that Senators can share their thoughts. Members of the Executive Committee are confident that Senate and the community will continue to cherish and uphold academic freedom and freedom of expression, but are also mindful of the need to promote understanding of their meaning and contexts.

With regard to the format and timing of the discussion, there will be an allotment of up to 30 minutes. Senate Executive asks that members who speak do so for **no more than three minutes** in order to maximize opportunities for expressing views.

### Academic Freedom Resources

The University's Mission Statement – which figures prominently in the new University Academic Plan – stresses our commitment to academic freedom. Senators may wish to note that the APPRC Website includes links to a number of helpful documents, including a series of statements and declarations of Senate, the President and others (see the screen capture below). These resources were compiled for a Working Group on Academic Freedom established by APPRC in response to recommendations contained in a report to the President by Justice Iacobucci on "The Mapping Conference and Academic Freedom" (March 2010), and have been accessible online since the summer of 2010. The compilation can be accessed from this link

<http://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/Academic%20Freedom%20Resources/>

In April 2012, Senate Executive Committee created a Working Group that developed a statement on external partnerships approved by Senate in March 2013 and reviewed by Senate Executive in 2015. The first principle of the statement reads as follows:

*Academic Freedom: Partnerships shall be consistent with academic freedom, which includes the right to examine, question, teach, learn and disseminate their opinions on any questions related to teaching, professional activities and research both inside and outside the classroom without impediment.*

The Statement of Principles can be access from the Policies and Procedures Website at <http://secretariat-policies.info.yorku.ca/policies/statement-of-principles-for-external-partnerships/>

George Comninel, Chair

# Senate Committee Membership and Other Positions Elected by Senate March 2016

Committee or Position	Vacancies	Term	Meeting Times and Other Considerations	Specific Membership Rules
Vice-Chair of Senate / Chair of Senate	1	Vice-Chair: January 1, 2017 to June 30, 2018  Chair: July 1, 2018 to December 31, 2019	Senate meets on the fourth Thursday of each month  Senate Executive meets on the third Tuesday of each month except December (1 <sup>st</sup> Tuesday) and February (2 <sup>nd</sup> Tuesday) and June (2 <sup>nd</sup> Tuesday)	Full-time faculty member  Leadership experience in University-level governance
Academic Colleague to the Council of Ontario Universities	1	2 years beginning July 1, 2016		Full-time faculty member  Collegial governance experience, including Senate / Senate committee membership;
Senator on the Board of Governors	1	2 years beginning July 1, 2016	Board meets five times each year. Beginning Fall 2015 Board meetings will be held on Tuesday mornings with Committee meetings held the day before (Monday).  Incumbent is a member of Senate Executive, and will also serve on a Board committee(s)	Full-time faculty member  Must be a Senator at the time of election, and throughout tenure
Academic Standards, Curriculum and Pedagogy Committee (Full-time faculty member)	3	3 years beginning July 1, 2016	Committee meets Wednesdays at 1:30, normally twice each month from September to June  Members may also serve on one of several sub-committee and working groups	Full-time faculty member
Academic Standards, Curriculum and Pedagogy Committee (Contract faculty member)	1	1 year beginning July 1, 2016	Committee meets Wednesdays at 1:30, normally twice each month from September to June  Members may also serve on one of several sub-committee and working groups	Contract faculty member
Appeals	4	3 years beginning July 1, 2016	Committee meets at the Call of the Chair, in panels  Full Committee meets 1-2 times annually  May serve on a Joint Sub-Committee with the Academic Standards, Curriculum and Pedagogy Committee	Full-time faculty member
Awards	5	3 years beginning	Committee meets 3-4 times	Full-time faculty member

		July 1, 2016	yearly at the Call of the Chair	Normally some experience in University-level governance necessary
Tenure and Promotion Appeals Committee	3	3 years beginning July 1, 2016	Committee meets at the Call of the Chair as needed	Tenured, with rank of Associate or higher  Previous experience on a unit or Faculty level committee required
Tenure and Promotions Committee	4	3 years beginning July 1, 2016	Committee meets as a full Committee periodically; meets in panels Thursdays at 3:00 when Senate not in session as needed; members serve on Faculty-level committees as needed	Tenured, with rank of Associate or higher  Previous experience on the Senate T&P committee, or at the unit or Faculty level committee required

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

## **Report to Senate**

**At its meeting of March 31, 2016**

The Academic Policy, Planning and Research Committee met on February 25, March 3, March 10 and March 17, 2016 and submits the following report to Senate for action and information.

### **FOR ACTION**

#### **1. Establishment of a Department of Computational Arts in the School of the Arts, Media, Performance and Design: Statutory Motion<sup>1</sup>**

APPRC recommends:

that Senate approve the establishment of a Department of Computational Arts in the School of the Arts, Media Performance and Design and recommend formal establishment by the Board of Governors.

#### **Rationale**

APPRC is satisfied that the proposed new department is consistent with School and University Plans and is appropriately resourced in terms of the delivery of curriculum, research, and service. It was approved by the Council of the School and is strongly supported by colleagues in the new unit, the Provost and the Dean of AMPD. The Lassonde School of Engineering – which shares a program in Digital Media with AMPD – has recorded its support through the Dean and made known its enthusiasm through members of the cognate unit. Students are said to be excited by the creation of the department. The proposal has been carefully developed over a lengthy time frame through an intensive consultative process in a highly collegial mode.

The proposed name of the department reflects well the distinctive and innovative nature of the activities encompassed by Computational Arts. It will help York profile and project strengths while serving as an aid to the recruitment of students and faculty members.

Documentation is attached as Appendix A.

### **FOR INFORMATION**

#### **2. Markham Centre Campus Academic Planning**

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<sup>1</sup> Notice of this statutory motion was given to Senate at its meeting of February 25, 2016.

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

## **Report to Senate (cont'd)**

Because of the shortened meeting on March 31, this item has been deferred to the regular April meeting.

### **3. Plan for the Intensification and Enhancement of Research: Draft Report and Consultations**

Vice-President Haché provided APPRC with an early opportunity to review, discuss and provide feedback on a draft PIER report. The Committee is grateful to the VPRI and colleagues (including Professor Logan Donaldson, APPRC's member on the working group) for undertaking the important work reflected in the document. The PIER report and its objectives complement and extend the UAP and the Strategic Research Plan endorsed by Senate. APPRC members commented on a number of aspects of the document, with a particular emphasis at this stage on ways to enhance student participation in research along with ways to support and recognize research.

APPRC encourages Senators and the collegium to participate in the next stage of consultations, which focus on the draft report. An open forum will be held from 1:00 to 3:00 p.m. on Wednesday, March 30 in the Senate Chamber. RSVPs can be submitted from PIER Website at <http://pier.info.yorku.ca/>

Access the draft report from this link

<http://pier.info.yorku.ca/files/2016/03/DRAFT-PIER-REPORT-March-2016.pdf>

**R. Pillai Riddell, Chair**



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## Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC  
Franck van Breugel, Chair, Senate ASCP

From: Rhonda Lenton, Provost

Date: February 1, 2016

Subject: Proposal to Establish a Department of Computational Arts,  
AMPD



I am writing to record my support for the proposal from the School of the Arts, Media, Performance and Design to establish a Department of Computational Arts. The proposal follows from the 2013 proposal to change the name of the Faculty of Fine Arts to the School of the Arts, Media, Performance and Design, and subsequent changes in the names of units in the School, to better reflect and profile York's innovative programming in the areas comprising the School. The new department name aligns with nomenclature in the field and encompasses computational art and science and practices. The department will provide a home and enhanced profile for the Digital Media Honours BA program, introduced in 2008 in collaboration with the Department of Electrical Engineering and Computer Science (EECS) in the Lassonde School of Engineering; and will provide a platform for further development of innovative teaching and research programs in this and related areas. The proposal is consistent with and advances AMPD objectives, as well as institutional plans including the Strategic Mandate Agreement, which identifies digital media as an area for growth, and priority areas identified in the Strategic Research Plan. Digital media is also an Ontario government research priority.

The Digital Media program's undergraduate curriculum, which includes courses from AMPD, LSE, and Science, was revised in 2013-14 to create two streams (Digital Media Development and Digital Media Arts), and the intention is to expand programming to include graduate level studies. There is also interest in development of a joint program in Interactive Media Studies with Seneca College. In addition, planning for York's new Markham campus includes important opportunities for programming in the digital area. The program is expected to continue to attract considerable student interest, including internationally. Creation of the department will also foster opportunities for further development of research strengths in digital areas and expansion of partnerships with industry.

Dean Brixey's letter sets out in some detail the rationale for the proposal and the opportunities that will be opened up by the creation of this new department.

As indicated in the proposal, three faculty members are fully appointed to the Digital Media program. In addition, two Canada Research Chairs are cross-appointed to the program, as are two other faculty members. A third CRC in Games, Gaming and Gamification, currently under search, will also be affiliated with the program. As noted, the undergraduate program is offered in collaboration with EECS in LSE and draws upon courses and faculty participation from both Faculties. LSE is fully supportive of the proposal to establish the department. The integration of the digital and computational arts with engineering, the sciences and technology is an innovative approach which holds promise for further growth and development in both teaching and research and will contribute significantly to the School's reputation and profile. Opportunities to expand the faculty complement will therefore figure in the School's complement planning going forward. The Digital Media program director will transition to the position of department chair, and current administrative support for the Digital Media program will continue, so it is not expected that there will be significant administrative costs associated with the creation of the department.

I am very pleased to indicate my support for this proposal.

Cc: Dean S. Brixey  
Dean J. Kozinski  
Vice-Provost Academic A. Pitt

**SCHOOL OF THE  
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AND DESIGN**

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January 25, 2016

To: Rebecca Pillai Riddell, Chair, Academic Policy, Planning and Research Committee (APPRC)

**Re: Establishment of The Department of Computational Arts, in the School of the Arts, Media, Performance and Design**

It is with great pride and enthusiasm, that I write to you my recommendation for APPRC to seek Senate's endorsement for the creation of a new academic department of Computational Arts, in the School of the Arts, Media, Performance and Design.

The attached proposal includes the description and rationale for AMPD to formalize this addition to our academic organizational structure, and the collegial process that informed the proposal. We see that bringing this proposal forward at this time is an important strategic step in supporting our faculty and students, so they may continue to maintain their distinct leadership in this field, as well as pioneer new domains of creative practice across a rapidly converging, arts, computing, and engineering research landscape.

The motion to create the new Department of Computational Arts passed our Faculty Council on January, 20<sup>th</sup>, 2016, after broad consultation and input from existing departments, faculty and students in AMPD, as well as Lassonde (AMPD's joint Digital Media Program partner). The new department will enable Computational Arts to dramatically raise its profile in a highly competitive and expanding field, more accurately characterize and differentiate its functional uniqueness at York, and allow the department to position its teaching, learning and collaborative research character in contrast to similar configurations developed by competitor institutions such as Concordia and Simon Fraser.

While our recommendation frames the request as the creation of a new department necessary to build the 21<sup>st</sup> Century computational arts enterprise we boldly aspire to, the proposal also responds to the natural evolution of our long-standing, highly successful and unique program in Digital Media (DM). For all intents and purposes, the DM program in AMPD has functioned as a department-like entity since its inception in

2008. The program maintains its own dedicated faculty lines, sub-discipline specialties, sets appointment priorities, defines and supports a number of academic and research programs, manages space and staff needs, etc. York has no equivalent free-standing program in which to compare it, and continuing DM's status as a program - given the enormous potential as a discipline - is not a useful strategy for AMPD especially when we need to take advantage of every opportunity to build campus and Faculty enrolments, advance our leadership and market share in this space, as well as promote our educational and research mission. Further, as a program DM faces obstacles that hinder its ability to perform at optimal capacity in terms of recruitment of quality students, as a marquee destination for new faculty hires, and in the development of graduate programs (there is no precedent that we know of at York for a program (unit) to house a graduate program). In many ways the status change is also a request to most properly identify what is already happening in terms of accepted definitions at York - which is - as a department.

With the creation of new departments, considerable attention is paid to planning and modeling projected resource impacts. However, given that the current department-like nature of the program has already functioned for many years, the wealth of evidence supports that status change will not alter the department's financial picture, and the department will continue to benefit from the current revenue neutral position of the DM program. Further, the many underlying assumptions and speculations that would be needed for creation of a completely new academic entity are simply not an issue here, if a complication were going to have emerged (i.e. cannibalizing enrolments, low student demand, etc.) it would have already been visible. Similarly, the new department's current health will make the transition to the SHARP budget model straight-forward. Future growth of the department will be directly associated with their enrolment and revenue health, as well as external research funding progress.

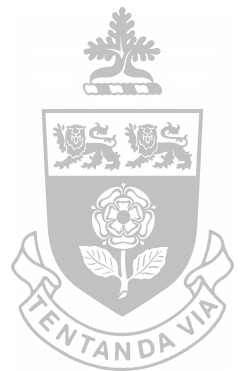
Computational Arts will also be a major contributor to vital and exciting new academic research programs being developed for our Markham Centre Campus, in areas such as Games, Gaming and Gamification, as well as in the development of innovative campus partnerships with Seneca College in Interactive Media, etc. Additionally, as an invested partner with Lassonde in our Digital Media Program, we also embrace their ambitious goal of achieving 50:50 gender-balance as significant commitment we can make, to transforming engineering education in Canada. With a current average enrolment of 45% women in the Digital Media Program, the growing STEM to STEAM intersection of arts, computing and engineering will likely be one of the first engineering areas to realize gender balance at York, and the creation of the Department of Computational Arts is a foundational investment in continuing to attract talent, accelerate research and achieve this extraordinary goal.

Most Sincerely,

A handwritten signature in black ink, appearing to read 'Shawn Brixey', with a stylized, cursive script.

Shawn Brixey

Dean | School of the Arts, Media, Performance and Design  
201C | Goldfarb Centre for Fine Arts  
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Dr. Shawn Brixey, Dean  
School of Arts, Media, Performance and Design  
York University

17 December 2015

Dear Shawn

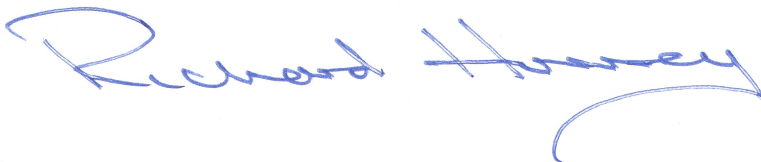
On behalf of the Lassonde School of Engineering I am pleased to support AMPD's proposal to create a Department of Computational Arts.

Our two Schools enjoy a close partnership, including the flagship Digital Media program. This program has been running successfully since 2008, providing students with unique insights into both the technical and artistic worlds. In parallel with the development of the undergraduate program, research and graduate studies have also blossomed, bringing a true critical mass to activities centred on digital media and computational arts.

It is therefore both timely and appropriate to move to the next phase in the growth of York University's computational arts community by establishing it as a standalone department with its own identity, governance, and capacity for planning.

I look forward to continuing to work closely with our colleagues in AMPD at this exciting time and wish them every success with their new Department of Computational Arts.

Yours truly.



Richard Hornsey DPhil PEng FEIC  
University Professor and Vice Dean

# **Proposal to Establish a Department of Computational Arts in the School of the Arts, Media, Performance and Design**

**December 2015**

## **Introduction**

The School of the Arts, Media, Performance and Design (AMPD) seeks to establish a new department, to be called Computational Arts. The proposed department is designed to address computation as a form of art, and to appropriately house faculty research in the field, the Digital Media BA program, and currently proposed graduate programs, with their focus on integrated art, technology and science methodologies in both art practice and technology development. Our use of *computational arts* in our title nomenclature helps identify a department that will uniquely combine computational art and science and practices. Within the arts, *computational arts* has its own identity through unique exhibitions and festivals (Ars Electronica), as well as funding networks. Numerous focused academic programs in computational arts exist world-wide (Concordia, SFU, MIT, Carnegie Mellon, etc.).

The Digital Media Honours BA Program Program, launched in Fall 2008 jointly with the Department of Electrical Engineering and Computer Science (EECS) in the Lassonde School of Engineering, has no analogous departmental home in AMPD. The proposed department will respond to the challenge of managing the program within this unbalanced administrative structure, while promoting innovative research aligned with University UAP and SRP goals. With three full-time faculty, and two new partial CRC appointments added to the program recently, as well as increased competition in the GTA for the discipline highlights the need for a normative shift to departmental status.

The Digital Media BA is a unique cross-Faculty program that prepares students equally in STEM (science, technology, engineering, math) and creative practices in electronic and computational media. The name of this program will not change, but going forward it will be jointly offered in a symmetrical structure by the two departments Computational Arts in AMPD and EECS in Lassonde. The proponents of this proposal are also developing a Graduate Program in Digital Media (MA, MSc, PhD) jointly with EECS faculty. Additional degree program initiatives are in planning stages with the Department of Design, and several DATT courses are already cross-listed with the Departments of Dance, Visual Art & Art History, and Music. The new department as a whole will take its cue from the existing Digital Media BA and be outward-looking regarding student employment on graduation through developing in-demand experiential learning skill sets, from creative thinking within software development to combined artistic/technical training for potential careers such as interaction designers or digital producers.

## **Faculty Complement**

Associate Professors Mark-David Hosale, Michael Longford, and Don Sinclair are fully appointed to the Digital Media Program. Added to the program over the past two years along with Professor Longford are Assistant Professor and Canada Research Chair in Digital Performance Doug Van Nort, who is cross-appointed to this Program and the Department of Theatre; Assistant Professor and Canada Research Chair in Interactive Information Visualization Graham Wakefield as well as Professor Nell Tenhaaf, both

cross-appointed to the Digital Media Program and the Department of Visual Art and Art History, and Professor and Dean of AMPD Shawn Brixey, who is cross-appointed to the Digital Media Program and the Departments of Visual Art and Art History and Cinema and Media Arts.

#### Faculty profiles:

Mark-David Hosale, Associate Professor, appointed to the Digital Media BA Program; teaches in physical computing, interactive programming for digital media; research interests are nonlinear interactive narrative, immersive worlds, physical computing, and 3D Fabrication.

Michael Longford, Associate Professor, Director of Sensorium: Centre for Digital Arts & Technology; teaches in publishing for digital media, collaborative projects; research interests include photography, design, early wireless communications, user experience and content development for mobile apps.

Don Sinclair, Associate Professor and Digital Media Program Coordinator; teaches in physical computing, interactive programming for digital media, hybrid performance forms; research interests are interactive dance, sonification/visualization, interactive sound/visual environments, new media performance.

Nell Tenhaaf, Professor and cross appointed with the Department of Visual Arts and Art History; teaches in digital media studies, programming for digital media; research interests are interactive art, artificial agents, biotechnologies.

Doug Van Nort, Assistant Professor, Canada Research Chair in Digital Performance and cross-appointed with the Department of Theatre; research interests are in telematic performance, artificial intelligence, and sonic arts.

Graham Wakefield, Assistant Professor, Canada Research Chair in Interactive Information Visualization and cross-appointed with the Department of Visual Arts and Art History; research interests are in mixed reality, artificial life, and immersive worlds.

Shawn Brixey, Dean of AMPD and cross-appointed with the Departments of Visual Art and Art History and Cinema and Media Arts; research interests are in advanced computing, art-science, and experimental media.

### **Rationale**

Along with being priorities in the UAP and SMA, digital initiatives are number one on the list of core priorities in AMPD as the Academic Plan for 2009-2014 states: “Over the next five years, we will build further research strength in digital areas in the School of the Arts, Media, Performance and Design through strategic projects, and in close relationship with academic programming at graduate and undergraduate levels. We will consider the possible establishment of a centre that is focused on research strengths in digital arts and media.” While much of our core research and academic programming has objectives that are conjoined between faculty in AMPD and those in Electrical Engineering and Computer Science (LE EECS), Digital Media research in AMPD is quickly accelerating, through two new CRCs (and a third in Games, Gaming and Gamification currently being searched for) as well as the

establishment of the Organized Research Unit *Sensorium: Centre for Digital Arts and Technology*. Calling on the strengths of current faculty affiliated with the Digital Media BA Program, the Department of Computational Arts will foreground research interests in digital practices that are unique to computational arts. Work in this area focuses on a broad range of current and emerging forms of digital art and computationally centered research ranging from real-time interactive visualization; cyber-physical sensing; physical computing, machine learning, and embedded system development for installation and performing arts; 3D scanning and motion capture to immersive worlds; interactive architectural projection; gestural and affective computing; spatial audio; networked and mobile development for locative art; software development for creativity support; live-coding performance; and a broad base of interactive computational arts including game arts. Research processes are deployed within both creative studio practice and technology development.

This area of academic research that combines computational arts with a strong STEM (Science, Technology, Engineering, Math) foundation is relatively new. Whereas allied scholarship in New Media concentrated on the transformation of electronic media such as video into fully digital formats, researchers in the last decade are creating work that is centered on integration of STEM practices as part of the artistic process as well as the use of computation as a form of art. The 2001 survey book *Information Arts: Intersections of Art, Science, and Technology* by American scholar and artist Stephen Wilson, as well as his 2010 *Art+Science Now*, exemplify this trend through hundreds of examples of artists worldwide as well as collaborative teams of scientists and artists.

Knowledge mobilization is priority number three in the AMPD five-year Plan. Digital media researchers in AMPD are partnered with relevant industries in the funded projects described above, and bring those connections to students. While current work on faculty research projects is generally more appropriate for graduate students: to complement the evolution of undergraduate research in the BA Honours degree program in Digital Media, we have initiated a corresponding graduate program with LE EECS that will be launched as soon as is feasible. The BA program in Digital Media is part of York's Technology Internship Program, seeking to connect students with relevant employers.

## **Degree Programs to be Transferred to the Department**

The Department of Computational Arts will apply AMPD admission rules for current and future degree programs. Current Digital Media admission requirements are 75 average and a 12U Math. The program does not currently require a supplementary evaluation.

A major curriculum overhaul of the Digital Media Honours BA Program was implemented in 2013-14, which resulted in two new streams that have now replaced the original single curriculum track, Digital Media Development and Digital Media Arts. Each stream has a common base of 54 credits and then branches into areas of specialization based on an emphasis on Computer Science or the Arts, respectively. In addition to courses in AMPD and EECS, students select courses in Communication Studies, Science and Technology Studies, as well as courses from other units in AMPD on an expanded list of electives for each stream in the revised program.

The digital media partnership between AMPD and LE is very solid, reinforced by collaborative research projects and major funding initiatives. It will carry forward in other ways within the new Department of

Computational Arts, besides the ongoing Digital Media BA and the graduate program that is in the works. Representatives from the Department of Electrical Engineering and Computer Science on the Digital Media BA Program Council have expressed interest in participating in the proposed Interactive Media Studies BA joint program with Seneca. The Digital Media Council itself has no decision-making authority; this initiative will go forward to the respective Faculty committees and councils for normal approval processes when the articulation proposal is further developed.

## Enrollment

In the immediate term, the student pool for the new department will be the same as for the Digital Media BA Program. From the growing interest in this program, it is clear that any new Computational Arts programs that focus on broader access of computational arts (varying levels of technical focus) will draw many students, including international students. We do have a direct indication of demand for such programs, because we received a large number of applicants to the Digital Media program through AMPD (students can also apply through LE) who are very interested in digital technologies within the arts, but who do not have the computation and math skills required to succeed in the current Digital Media program. These students will be supported new Computational Arts programs that have a different computational approach, such as those being developed with other units e.g. Design. We have a preliminary recruitment tool already in place through the existing program. As well, the CRC in Games, Gaming and Gamification, currently being searched for will allow this area to become more fully developed.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>FFTEs</b>			69	63.7	59.4	75.1	108
<b>DM majors AMPD</b>	47	62	80	75	79	87	107
<b>DM majors LE</b>	24	32	37	41	43	41	42

Digital media remains an Ontario government research priority, and at the federal level, computation remains prominent as a core aspect of digital media. Cutting-edge digital media research and curriculum fosters a new breed of producers. Programs such as the Digital Media BA are critical for developing creative talent with a deep range of technical and artistic ability. Students who learn the field of computational arts also become more discerning consumers, which itself contributes to the digital economy.

## **Graduate Studies**

Well-known and respected graduate programs in computational arts include: MA, MSc and PhD degrees offered through the School of Interactive Arts and Technology at Simon Fraser University; the Media Arts and Technology Graduate Program at UC Santa Barbara (College of Engineering and the College of Letters and Science); the PhD in Digital Arts and Experimental Media (DXARTS) at the University of Washington, Master of Science in Art, Culture and Technology at MIT; and the Graduate Program in Art and Technology (MFA) at Ohio State University. AMPD Computational Arts students will be well-prepared for graduate studies in any of these programs. Each of these programs has a strong science/technology/engineering component although they generally offer choices to students within a continuum from less to more technologically hands-on. Our Digital Media BA students can also apply to the Masters of Digital Media (MDM) Program offered at the Centre for Digital Media in Vancouver (a joint initiative of the University of British Columbia, Simon Fraser University, Emily Carr University of Art + Design, and the British Columbia Institute of Technology) and to the new one-year Master of Digital Experience Innovation program at the Waterloo Stratford Campus. The joint Ryerson/York PhD in Communications and Culture would also be apt for Computational Arts graduates.

In collaboration with EECS, Computational Arts will seek to establish a new Graduate Program in Digital Media and will offer advanced training leading to the MA, MSc and PhD degrees. In parallel with the Digital Media BA Program, the proposed Program is to be jointly offered by AMPD and Lassonde, through the Department of Electrical Engineering and Computer Science. Drawing upon the demonstrated expertise of a wide range of faculty members, the Digital Media Graduate Program will provide highly qualified students with a unique opportunity of doing specialized research work in a program that uniquely combines computational science and artistic practices.

## **Consultation**

In LA&PS there is a BA program called Culture and Expression, in the Department of Humanities. It covers topics such as “understanding movies” and “popular technologies and cultural practices.” In the Faculty of Science, the BA program Information Technology, explores various ways in which the integration and customization of new and existing technologies can meet the needs of a wide gamut of users. Unlike these programs, Computational Arts will integrate practicum courses into its programs, and will embrace digital and technological features in all of the arts through its linkages with departments in AMPD. No other programs at York integrate arts and computation.

A consultation process, proposed by AMPD’s Academic and Administrative Policy and Planning Committee (AAPPC), saw representatives from Digital Media present this proposal at the department meetings of all departments in AMPD as well as an information for student members of AMPD Council. This provided rich collegial consultation giving opportunities for all faculty members in AMPD to discuss the proposal. Strong links are already in place for research and shared curriculum and course offerings with the Department of Cinema and Media Arts; Dance; Theatre; and Visual Arts and Art History, and new initiatives are underway with Design and Music.

Three of the recent hires approved for AMPD in recent years have been into digital media, as strategic hires and Canada Research Chairs. Dr. Mark-David Hosale, who was hired as Assistant Professor into the

Digital Media BA Program in the 2011-12 academic year, is a high-energy researcher who is already very active in collaborative funding ventures, and has brought an infusion of technical and conceptual expertise into the program. Doug Van Nort, who was hired as a Canada Research Chair in Digital Performance in the 2014-2015 Academic Year, brings his expertise in performance and sensorial immersion in technologically-mediated environments. And, Graham Wakefield, Canada Research Chair in Interactive Information Visualization is an artist-researcher whose contributions include both scholarly research and the creation of works of art, especially in the area of immersive and mixed-reality art installations. Each of these hires have developed new courses in digital media and their respective programs as core and cross-listed courses in the Digital Media BA Program.

The Coordinator of the Digital Media BA Program will translate into the Chair of the proposed new department as soon as it is in place and will not require additional resources. The department Computational Arts will likely develop new degree streams, and programs in future that will include collaborations with other units in AMPD.

### **Relationship to UAP, SRP and SMA**

The features of the Digital Media program and the proposed Department of Computational Arts also reflect priorities in the University Academic Plan 2010-15, which is grounded on principles that include the following:

- an institutional commitment to the critical importance of both research and teaching and to the inseparability of these two aspects of our mandate as part of our culture of excellence.
- the commitment to demonstrably enhancing student experiences and student success for our undergraduate and graduate students.

As well, the University five-year plan lists these among the factors that must inform planning decisions:

- an information and communications technology (ICT) revolution, which has blurred boundaries of all kinds, quickened and shaped knowledge acquisition and dissemination, and altered the aptitudes and preferences of younger generations of scholars, and at the same time offers exciting new ways to engage with and serve them.
- heightened competition from other universities and colleges of applied arts and technology, together with enhanced opportunities for institutional collaborations.

The Department of Computational Arts responds directly to these concerns. ICT is at the core of faculty expertise in the Digital Media program. Digital Media faculty also recognize its currency for students' digital literacy. This will carry forward into Computational Arts faculty complement planning.

The Strategic Mandate Agreement between the Ontario Government and York University articulates digital media as a proposed program area for growth. York University has championed digital media as an institutional priority for global leadership in its Strategic Research Plan. York has made significant investments in new faculty hires (including three Canada Research Chairs), the development of new digital media curricula and programs, and the creation of new interdisciplinary research units.

The Department of Computational Arts engages the University's Strategic Research Plan (SRP) in two of the research clusters identified and one of the opportunities for strategic development. *Analyzing Culture*

*and Mobilizing Creativity* encompasses the ways in which these technologies are taken up through art, design and media, both methodologically and in content creation for emerging media. In tandem, the objectives of the Department of Computational Arts fall squarely in *Exploring the Frontiers of Science and Technology*. Together, the collaborative outcomes of the proposed research seek to build on and expand new opportunities to push “technological boundaries while critically investigating the social and cultural impacts” of new technologies on human activity and interaction that make up the opportunity defined by *Digital Cultures*.

## **Calendar Copy**

As its founding mission, the Department of Computational Arts houses the Digital Media Honours BA that is offered jointly by the School of the Arts, Media, Performance and Design and the Department of Computer Science and Electrical Engineering in the Lassonde School of Engineering. Our vision for the department is to support the emergence of experimental interactive and immersive computational artworks by a new generation of artists, scholars and developers. We are particularly committed to the hybrid forms of exploration that will develop among students who have different interests within the range of possible approaches to Computational Arts, for example: developing content for media such as gaming and mobile technologies, building a career in the digital arts and sciences world, contributing to both software and concept development for the interactive industries, or engaging in new modes of creativity that are specific to computational art practices.

The existing Digital Media BA Program supports practicum training, as well as philosophical and interpretive studies, for all of these areas. Every student is expected to be a creator and thinker, fluent in both theory and practice. New degree programs in Computational Arts will expand choices for students by linking with other departments in the School of the Arts, Media, Performance and Design. The department name Computational Arts reflects the importance of technological developments in the art-world, related industries, and culture at large. Computational Arts seeks to promote both broad and deep digital literacy for students, as well as technical and conceptual excellence in the arts, with a view to developing career options upon completion.

## **Administration and Governance**

Computational Arts will maintain its current level of support with a faculty chair, a 65% sessional program assistant and a 85% sessional technician.

Once housed within the Department of Computational Arts, the Digital Media BA Program will continue to be managed by a Program Council that represents each of the Schools involved. The Program Council will continue to represent the two participating Schools through three members from each of AMPD and LE. The Council is mandated to guide the management and evolution of the program by bringing forward for discussion curriculum and other proposed changes that members consider to be in the best interests of the program going forward. Once agreed on, such changes go forward to the respective Faculty committees and councils for normal approval processes. The Digital Media Council itself has no decision-making authority.

## **Space and Computing Needs**

The School of Arts, Media, Performance, and Design supports two spaces in Accolade West that primarily serve courses in the Digital Media BA program – all of which include both AMPD and LE students. These courses also serve as electives for students in AMPD and other faculties around the University. A 27-seat fixed computer lab in ACW 102 (Art and Technology Learning Laboratory) hosts Digital Media practicum courses, including a number of large service courses. The laptop-based Transmedia Lab in ACW 103 hosts Digital Media courses including physical computing, and digital media project. The Transmedia Lab has also been used for the Digital Media fourth year student showcase, pan-Faculty workshops (faculty and student), MFA Dance thesis performances, faculty research projects, and as an exhibition space for an MFA Design graduate defense.

These two spaces have been maintained primarily through York's Academic Equipment Fund. We are conscious that these funds are diminishing, and are gradually moving toward a model of fewer fixed-seat computers and more reliance on laptops, including an initiative to provide students with key software through Associated Course Fees. The spaces are under the management of Amir Habashy who is co-appointed with VAAH. The shared VAAH/DM server that provides support for student work is under the auspices of AMPD Computing Services. Students in Digital Media require folders for their project files, shared space to work (nothing is stored locally on the computers in the ACW 102 Lab), and web space. The server setup is currently under consideration for a move to York's central File Access Services, under the auspices of UIT. In general, specialized computing needs for the Digital Media Program and for Computational Arts, such as database-driven websites, are coordinated between faculty, AMPD Computing and UIT.

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

**At its meeting of Thursday, 31 March 2016**

The Academic Standards, Curriculum and Pedagogy Committee met on 24 February and 9 March and submits the following report to Senate for action and information.

## **For Action**

### **a. Establishment of the Degree of Master of Management • Schulich School of Business / Faculty of Graduate Studies [Statutory Motion]<sup>1</sup>**

Having provided prior notice of the statutory motion to Senate, ASCP recommends

that Senate approve the establishment of the degree of Master of Management.

## **Rationale**

The full proposal and supporting documentation is included in Appendix A. The proposed Master of Management (MSTM) is a professional Master's degree to be housed in the Schulich School of Business. It is structured as a program for graduates of non-business undergraduate degrees to provide them with the necessary skills and knowledge to obtain entry-level management positions in a business or other types of organizations. It is distinct from the MBA and other masters' degree programs in business / management offered by the School of Business, and the new stand-alone degree type is necessary to procure that distinction. Moreover its student learning outcomes are unique and appropriate to the targeted cohort of students, aiming to develop a balance between qualitative and quantitative skills and a foundation in management studies. Most of the curriculum is new and has been designed specifically to support the achievement of the learning outcomes. The program is expected to fill the gap observed in post-graduate management education, and to provide a new career-pathway for non-business undergraduate degree holders.

Three other universities in Ontario offer management degrees at the master's level (as detailed in the proposal), but none are in the GTA. The depth and breadth of faculty expertise at Schulich, coupled with its strong research culture, position the School well to deliver a high quality and enriching program for students. The questions and suggestions raised by the external reviewers of the proposal were addressed by the proponents and clarifications made to the documentation accordingly.

Consultation on the proposed new degree program was undertaken internally as required by York's procedures. The decanal statement from LA&PS (included in Appendix A) conveyed its planned graduate initiatives that include aspects of management education. In response to the decanal input and the discussion of the

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<sup>1</sup> Notice of this motion was given at the Senate meeting of January 28, 2016.

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

proposal at FGS Faculty Council, the proposal was revised to clarify the distinctiveness of the Master of Management from existing graduate programs.

The discussion of this proposal surfaced broader academic planning questions between LA&PS and Schulich. The Provost committed to convene regular meetings of the Deans of LA&PS and Schulich to explore, in a timely fashion, matters of interest to both Faculties; ASCP and APPRC strongly encourage such discussions be undertaken and continue as necessary. The communication from APPRC to Dean Mukherjee-Reed is included in Appendix A.

**Approvals:** FGS Council 7 January • ASCP 13 January • APPRC 14 January 2016

## **New Programs**

### **b. Establishment of the Master of Management Program • Schulich School of Business / Faculty of Graduate Studies**

ASCP recommends

that Senate approve the establishment of a Master of Management program anchored in the Schulich School of Business, effective FW 2016-2017; pending approval to commence by the Quality Council.

#### **Rationale**

See Item 1 above and Appendix A.

**Approvals:** FGS Council 7 January • ASCP 13 January • APPRC 14 January 2016

## **Expedited Approvals**

### **c. Establishment of a Dual Credential Program: Master of Public and International Affairs at York University and the Maîtrise en Affaires publiques at Laval University • Glendon / Faculty of Graduate Studies**

ASCP recommends

that Senate approve the establishment of a dual credential program involving the *Master of Public and International Affairs* (MPIA) at York University and the *Maîtrise en Affaires publiques* at Laval University, effective FW 2016-2017; pending approval to commence by the Quality Council.

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

## **Rationale**

In 2008-09 the Master's program in Public and International Affairs was launched at York. Housed at the Glendon School of Public Affairs, it was the first program in Canada to offer a bilingual education that prepares students for leadership roles in public life. Following on the success of the program and the dual credential MPIA – ALORE program between York and the Université de Strasbourg introduced in 2010, the School and the Faculty of Graduate Studies have collaborated with Laval University to develop an additional dual credential program which will allow students to simultaneously earn master's degrees from both York and Laval.

The proposed MPIA- Maîtrise en Affaires publiques (MAP) program consists of six terms of full-time study, with Year 1 at York (24 credits), Year 2 at Laval (24 credits) and two required internships (paid) completed in both summers after Year 1 and 2. The detailed structure, curriculum and requirements of the dual degree program are set out in the full proposal attached as *Appendix B*. ASCP is satisfied that together the course work and the experiential education gained from the internships effectively support the achievement of the student learning outcomes of this dual degree program.

There is strong support for the program from the Principal at Glendon; it complements the educational and bilingual mission of the School of Public Affairs and the academic plans of the Faculty. The cohort of students admitted to the program annually will be modest in number, with approximately 4 students from each University, for a total of 8, participating each year. Existing teaching and administrative resources for the MPIA program can accommodate the additional students that will participate in this new degree option.

**Approvals:** FGS Council 3 December 2015 • ASCP 9 March 2016

## **Major Modifications**

### **d. Establishment of a Minor Degree Option in Human Resource Management • School of Human Resource Management • Faculty of Liberal Arts & Professional Studies**

ASCP recommends,

that Senate approve the establishment of a Minor degree option in Human Resource Management housed in the School of Human Resource Management, LA&PS, effective FW 2016-2017.

## **Rationale**

Supporting documentation is attached as Appendix C. The Bachelor of Human Resource Management (BHRM) degree program has been in place for nearly 15 years, the Master of Human Resource Management (MHRM) for over a decade, and the PhD

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

program nearly a decade; all are housed within the School of Human Resource Management. The School houses the single largest group of scholars of any Canadian university dedicated to the broad and multidisciplinary study of work. The expertise of the faculty members ranges all areas of HRM, including such specializations as career management, critical management studies, labour & employment law, gender & diversity, industrial relations. It is well positioned to expand its undergraduate program to include a Minor option.

Having the Certified Human Resource Professional (CHRP) designation is a valuable career asset for students. Satisfying the requirements for the Minor in HRM will provide graduates with the required courses to seek accreditation to obtain the CHRP designation. The Senate Committee sees that as a definite strength of the Minor. The Faculty anticipates that this will be an attractive option for students to pair the HRM Minor with their major to provide them future employment options.

The decanal statement highlights the excellent alignment of this initiative with the Faculty's academic plan and its specific strategy to develop new Minors that, when paired with their major, animate the complementarity of "liberal arts" and "professional studies". It further confirms that the addition of the degree option is resource-neutral, with space available in all the existing courses to accommodate the additional students forecasted.

ASCP confirmed that the proposed requirements for the Minor meet the pan-university structure of the BA degree, and that unique program learning objectives have been developed and mapped to the requirements.

Careful not to generate duplication and competition among or within programs, the Senate Committee discussed with the School the status of its existing *Certificate in Human Resource Management* which shares the same requirements as the proposed new Minor. The consensus was that offering both the concurrent version of the Certificate and the Minor degree option leads to confusion for students between essentially the same options and, consequently, both are not necessary. To that end the School will be following up with a proposal to close the concurrent option of the Certificate in Human Resource Management.

The Committee is pleased to recommend the approval of the HRM Minor.

**Approvals:** LA&PS Faculty Council 11 February 2016 • ASCP 24 February 2016

**e. Establishment of a 90-Credit Degree Option within the BA Program in Digital Media • School of the Arts, Media, Performance and Design • Lassonde School of Engineering**

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

ASCP recommends

that Senate approve the establishment of a 90-credit (delayed-entry) degree option within the BA program in Digital Media jointly offered by the School of the Arts, Media, Performance and Design and the Lassonde School of Engineering, effective FW 2016-2017.

## **Rationale**

As the proposal (Appendix D) articulates, the 90-credit degree option will provide a route for degree completion for students who fall below the required GPA for the Honours option or who opt to graduate with a 90-credit degree. The degree requirements for the 90-credit option mirror the requirements of the first three years of the Honours program to enable degree completion in one of the above two circumstances. As the Digital Media BA program is jointly offered by AMPD and the Lassonde School of Engineering, both Faculties support the addition of the degree option.

ASCP confirmed that the proposed requirements for the 90-credit BA meet the pan-university structure of the BA degree, and that unique program learning objectives have been developed and mapped to the requirements.

**Approvals:** AMPD 24 February • Lassonde 9 February • ASCP 24 February 2016

## **Consent Agenda**

- f. Establishment of a Game Arts Stream within the BA Program in Digital Media • School of the Arts, Media, Performance and Design • Lassonde School of Engineering**

ASCP recommends,

that Senate approve the establishment of a Game Arts stream within the Specialized Honours BA program in Digital Media jointly offered by the School of the Arts, Media, Performance and Design and the Lassonde School of Engineering, effective FW 2016-2017.

## **Rationale**

The proposed new stream represents prudent academic planning that is responsive to both the state of the discipline and student interest. Game development has been a component of several courses within the Digital Media program and has revealed students' strong interest in this area in recent years. As the proposal (*Appendix E*) details, the growing number of post-secondary institutions in Ontario that have

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

introduced games programs or options confirms the need and demand for it, both by students and within the industry. That York has a Canada Research Chair in Games, Gaming and Gamification (housed in AMPD), and that digital media is identified as a growth area in York's Strategic Mandate Agreement illustrate the alignment of the Schools' curriculum programming and academic priorities.

Several new courses have been developed for the new stream and Dean Brixey has confirmed that the resources will be place to offer them, supported in part by the CRC appointment. It is anticipated that the new stream will attract students to the program, thereby providing a valuable recruitment tool for AMPD and Lassonde.

The stream in Game Arts will complement the two existing streams in Digital Media Development and Digital Media Arts within the Specialized Honours program. ASCP notes that the program learning outcomes and curriculum mapping for the program have been expanded to include the new stream.

**Approvals:** AMPD 24 February 2016 • Lassonde 9 February • ASCP 24 February 2016

## **For Information**

### **1. Implementation of the New “Academic Forgiveness” Policies**

In February Senate approved the new Policy and Guidelines on *Withdrawn from Course Option*, the *Course Relief Policy* and the revised Policy on *Repeating Passed or Failed Courses for Academic Credit*. A comprehensive implementation plan has been prepared by the Registrar's Office and work has already begun on several of the tasks to ensure the new options and changes are available to students for the FW 2016-2017 academic year. The plan encompasses the areas of systems implementation, processes and procedures, Faculty advising and communications & training. Staff from all Faculties is being engaged to provide input and feedback to the plans to ensure a smooth and effective transition. ASCP is overseeing and facilitating the implementation efforts.

In addition to forthcoming communications and new and updated websites, meetings with Faculties will be convened in the coming weeks to brief the appropriate Associate Deans, petitions committee Chairs and staff among others, on implementing the process changes to enable the policies.

### **2. Program Minor Modifications**

The following minor modifications / proposals were approved by ASCP:

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

*AMPD*

Change to the requirements for the BA programs in Human Rights and Equity Studies

*Lassonde / Graduate Studies*

Revised rubric for the Graduate Program in Electrical Engineering and Computer Science

Franck van Breugel, Chair

**YORK UNIVERSITY**  
**Schulich School of Business**

**Proposal for a Master of Management Degree**

September 2015  
Rev. December 15, 2015

Task Force Members:

Professors Tom Beechy (Chair), Ashwin Joshi, Kiridaran Kanagaretnam and Kevin Tasa  
The TF thanks the many members of the Schulich community who have collaborated on and supported the development of this proposal. Thanks also to the members of the YorkU community who have provided invaluable input into an earlier version of the proposal.

# **1. Introduction**

## **1.1 Brief Statement of the Program**

The proposed Master of Management (MSTM) program is designed to address an unfilled need in post-graduate management education. This need is to prepare graduates from non-business academic fields to seek and obtain meaningful management employment.

Over recent years, several leading schools of business in Europe, Canada, and the United States have introduced one-year management programs that are designed to prepare graduates of undergraduate honours degrees with the preparation that they need to obtain entry-level management positions in business, government, or non-profit organizations. This new type of degree is normally designated as Master of Management (MSTM) or a variation thereof. This designation is used to avoid confusion with Master of Business Administration (MBA) programs that are offered by hundreds of universities around the world.

The general purpose of a Master of Management program is to provide a widely-based management education, rather than allow students to specialize through a selection of fields. Thus, this proposal contains no request to establish any fields of study.

## **1.2 Field of Study**

This is a professional degree program. There is no field of study other than General Management. No in-depth studies in specific disciplines are offered.

## **1.3 Method Used to Develop the Program**

The program has been designed by a task force established by the Dean of the Schulich School of Business. The task force obtained input from all relevant subject matter disciplines within Schulich, as well as from prospective students and from potential employers via the Schulich Career Development Centre.

The MSTM will be governed by a Program Committee, which will be a standing committee of the Schulich Faculty Council. The task of the Program Committee is to monitor the program and to recommend changes in the future as the program is running if and when such changes would enhance the program, in keeping with Schulich's policy of continuous improvement.

## **1.4 Faculty in which the Program is Housed**

The program will be housed in the Schulich School of Business, along with and parallel to the six other Schulich masters programs.

# **2. General Objectives of the Program**

## **2.1 Brief overview**

The Schulich School of Business proposes to establish a Master of Management (MSTM)

program to prepare students with the necessary skills and knowledge to obtain entry-level management positions in a business or other types of organizations (e.g., nonprofit organizations, governmental bodies, or entrepreneurial start-ups) upon graduation. The overall objective of the program is as follows:

The Master of Management program provides general management education with a special focus on developing problem solving, team work and communication skills, and with close attention to interpersonal skills without sacrificing core knowledge in the major functional areas of management.

The program is designed for students who have recently graduated from an honours non-business program such as science, engineering, liberal arts and applied arts. We define the aspired-to profile of this program's graduate as follows:

The graduate from the Master of Management program is:

- Bright and curious,
- Exhibits leadership and/or entrepreneurial qualities,
- Is a good communicator, and
- Is well versed in the broad field of management, complementing the graduate's skills and capabilities acquired in his/her prior (undergraduate) field of study.

Those holding a degree in business or management will not be eligible to enter the Master of Management program.

## **2.2 Alignment with University and Faculty missions**

This proposed Schulich Master of Management program is specifically designed to provide pre-professional managerial preparation to honours undergraduate students, thereby enabling them to move into employment with increased prospects of advancement. The program will be available to graduates of all recognized universities worldwide, thereby enhancing achievement of York University's internationalization objective. This program will also provide a net addition to the University's Masters complement, thus helping the university address its goal of enhanced graduate studies. The program's design is based on expected learning outcomes and in-class as well as community-involved experiential education; as such, the University's goals of pedagogical innovation and a high quality student experience are being addressed. Finally, the University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to the achievement of this growth at the graduate level.

The Schulich School of Business is recognized world-wide as a leader in management education. The proposed Master of Management program not only draws from existing expertise in preparing students for management positions, but also builds upon that educational and professional expertise by providing an avenue for candidates who are inexperienced in management to acquire and hone essential skills for managing any type of enterprise

Similarly, the Schulich School's academic plan calls for the School to be global, innovative, and diverse. The Master of Management program exhibits all of these attributes. The program introduces graduate level management education for individuals who are academically highly qualified but lack organizational knowledge and experience, and offers this preparation to a diverse group of students of widely varying backgrounds and nationalities.

### **3 . Need and Demand**

#### **3.1 Similar Programs Offered Elsewhere**

We have identified ten programs in North America that are similar to the proposed Schulich MSTM program—six in Canada and four in the USA, as shown in **Appendix A**. Appendix A also includes a second group of three Canadian programs (shaded rows) that have similar names but are research-oriented rather than management-oriented. We have included these three programs in Appendix A in order to demonstrate the distinction.

The Canadian programs vary in length from 4 months to 16 months. The six Canadian programs have objectives that are similar to the proposed Schulich MSTM program, although the degree names vary somewhat. The shortest program, at Queen's University, is a one-term Graduate Diploma rather than a masters degree. The longest program is 16 months, while the other three are within the 3-term framework as is being proposed for the Schulich program.

Three major U.S. universities (U. Michigan, Northwestern, and Duke) all have programs that are very similar to each other: (1) a length of ten months over three terms (quarter system); (2) almost entirely based on required coursework; and (3) very few if any electives. For example, Northwestern's Kellogg program provides for three electives to be chosen from a list of only four.

In Ontario, three universities (Wilfrid Laurier University, Western University and the University of Windsor) offer Master of (Science in) Management programs that contain a general management core, but then require students to specialize, which the Schulich MSTM program does not. WLU's MSC program is 12 months in duration while the programs at WU and UW are more akin to MBA programs requiring four terms of required studies.

The program has been designed from the ground up, based on the program's expected learning outcomes. Unlike many apparently-similar programs, we have designed approaches that exclude technical material that is appropriate only for those who already have substantial experience or training in management issues and instead focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs.<sup>1</sup>

However, other qualitative and quantitative courses must be designed with cognizance of ways in which MSTM students' backgrounds will differ from MBAs' and thereby based on realistic

learning outcomes for this student group. As the following section demonstrates, there has been a rising number of calls for entry-level management recruits who have strong communication and teamwork skills while also possessing an understanding of how enterprises and other organizations actually function.

### 3.2 Need and Demand

“At a meeting organized by the Conference Board of Canada, academic leaders listened to what people who hire university graduates often find missing in the candidates they interview. From IBM to city managers, and from pipeline companies to NGOs, the refrain was the same: They wanted (and were not finding) people who can communicate effectively and persuasively, people who can collaborate across departments to solve problems, people with emotional intelligence who can transcend age and cultural differences and who possess the resilience to embrace failure as a learning experience.”

[*The Globe and Mail*, 12 May 2014]

The Schulich Master of Management program is designed to address “the problems young adults are having in finding career-building jobs” [Rob Carrick, *The Globe and Mail*, 24 August 2015]. Modern management is complex. Entry into any management position requires the applicant to understand how organizations function in both quantitative and qualitative dimensions, as well as understand the importance of teamwork and group dynamics. Entry positions into management require the applicant to understand the multiple dimensions of management, whether in a multi-national business enterprise, a small start-up, a non-profit organization, or a governmental unit. Furthermore, such an individual must understand her or his responsibilities to the wider public, including ethical considerations and factors affecting social, environmental and economic sustainability. Such understanding is also essential for effective entrepreneurship.

For most of the history of management/business schools, masters-level graduate education has focused almost exclusively on the Master of Business Administration (MBA). Originally, the MBA provided management education for students entering directly after completing their undergraduate studies. As MBA programs evolved and enrolment grew, high-quality programs began to change their admission criteria to require work experience, usually requiring a minimum of two or three years. As a result, all high-quality management schools now require extensive and significant work experience. For example, the average years of work experience of Schulich MBA entrants has risen from almost zero to more than six years over recent decades. As a result, honours BA and BSc graduates who have little or no work experience now have very limited opportunities to acquire an understanding of the complexities of modern management at the very time that all types of organizations are increasingly expecting new entrants to understand how organizations function.

MBA programs have become inaccessible for those without substantial experience in the workplace, and thus the need for entry-level preparation has become acute. Without having some prior academic preparation in management, new job entrants are likely to end up in positions of narrow scope with limited opportunities for advancement or personal growth. The

proposed Schulich Master of Management program will give graduates a clear advantage when seeking employment, regardless of the type of organization they wish to enter.

Schulich is a well-developed broad-based school of management and has the academic breadth to offer preparation in all areas of management, including business-government relations. This program will have the supplemental advantage of enabling graduates, after a few years' full time employment, to gain additional skills in one or two functional areas by enrolling in an 'accelerated' MBA, such as Schulich's 8-month program wherein students with prior education in business can enter the MBA at the beginning of Year 2.

## **4. Program Content and Curriculum**

### **4.1 Program Requirements**

The program will be three terms in length, beginning in the Fall Term. The program will be full-time only, as this is a professional program, not a research-based program. It is designed to enable students to obtain meaningful employment that can lead to future careers in management of any type of organization or enterprise

The selection of courses for the program is similar to that in most general management degrees: (1) courses that develop the students' qualitative and quantitative skills, and (2) courses that lay the foundation of management studies.

Some topics are common to all management programs, particularly the foundation of management courses. Indeed, three such courses from the MBA program are included in the Master of Management (but in class separate sections) due to their appropriateness to both MBA and MSTM programs.

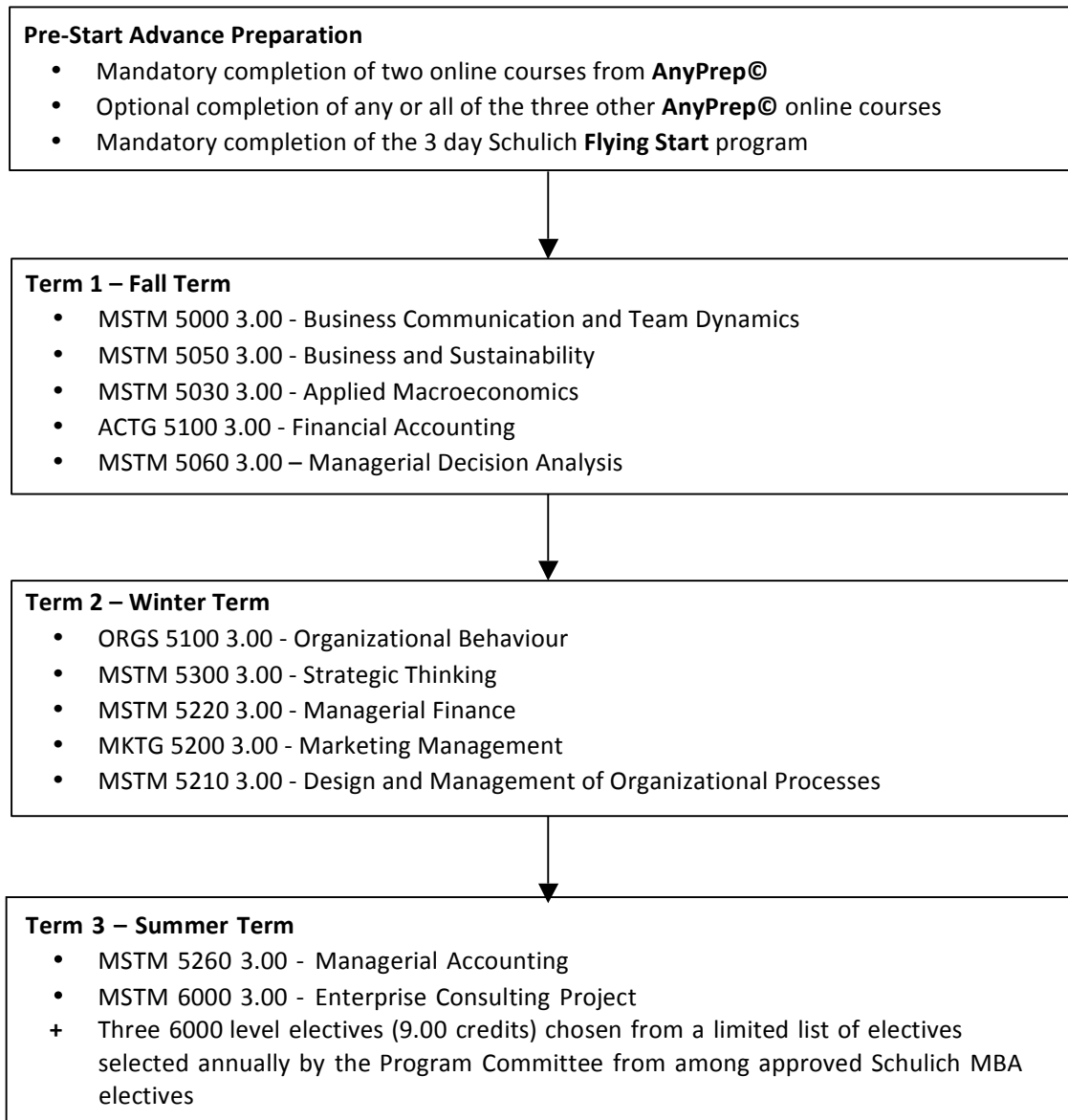
However, the substantial majority of the courses in this proposed program have been designed specifically and exclusively for this new program, are unique to the MSTM program, and have been derived directly from the program's expected learning outcomes and their emphasis on developing strong communication and teamwork skills.

The individual courses have been sequenced with two primary criteria in mind: (1) the progressive development of students' critical thinking and communication skills, and (2) a balancing of quantitative and qualitative courses in each term.

### **4.2 Courses**

The program consists of twelve required courses and three electives. Each course will be three credits, for a program total of 45 credits. **Figure 1** presents an overview of the program structure. Course descriptions are provided in **Appendix B**. Of the twelve required courses, only three are existing masters-level courses—the other nine are unique to the Master of Management.

**Figure 1**  
**Master of Management Program**  
**Structure**



The program has been designed from the ground up, based on the program’s expected learning outcomes. Unlike many apparently-similar programs, we have designed approaches that exclude technical material that is appropriate only for those who already have substantial experience or training in management issues and instead focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs.<sup>1</sup> Although some topics are common to all management programs, the way in which those topics are experienced by the students must depend on both the student’s backgrounds and on achievable learning

outcomes.

All Masters of Management courses will be taught in separate MSTM sections, including those courses that, on the surface, may appear to be similar to MBA courses. MSTM students will not be mixed with students in other Schulich degree programs, either graduate (e.g., MBA) or undergraduate honours (BBA or iBBA). This will avoid conflict in learning objectives between differing programs and permit course directors to tailor course content to suit the needs of pre-professional students.

As indicated in **Figure 1**, the Master of Management will require three terms of full-time attendance, preceded by a mandatory pre-start program. The pre-start program will give the entering students some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. The pre-start program has two components:

1. Satisfactory completion of online course modules in *Accounting* and in *Mathematics*. These courses are prepared by **AnyPrep.com®** and contain quizzes at the end of each course module that are graded (by the supplier) to test the student's understanding of the course content. **AnyPrep.com®** also offers courses in Finance, Economics, and Statistics, but these are optional rather than compulsory for students starting the Master of Management coursework.
2. Completion of Schulich's **Flying Start** program, a 4-day on-campus module originally developed for and by the Schulich MBA program. Half of this program is on the use of Excel and half deals with approaches to case analysis. It is expected that very few entering students will have had any experience with analyzing situations in a team case setting, which is an essential skill for all Schulich programs as well as for success in management.

The program will begin in September of each year, in accordance with York University's normal class schedule. We do not foresee admissions at other points. The program will be full-time only. The expected maximum enrolment for the first offering is 55 students; the program would not be run for fewer than 20 students.

This enrolment target is reasonable and achievable, as evidenced by the success of Schulich's Master of Accounting, Master of Finance, and Master of Business Analytics, all of which achieved their enrolment targets in Year 1. All three of these programs are three terms in length and, like the proposed MSTM, are directed at recently graduated honours BA/BSc students. Schulich has been able to meet its originally anticipated enrolment targets for these programs.

The expected future enrolment target is for three sections of about 50 students per section—a total enrolment of 150 per year at steady state. We expect the increase in MSTM enrolment to be largely offset by a decrease in MBA enrolment as the MBA moves to fewer sections with more highly experienced students. Currently, the MBA alone offers more than 300 sections of 3.00 credit courses per year. The 15 courses offered by the MSTM constitute a mere 5% of this

number.

As with Schulich's other one-year Masters degree programs, students will not normally be permitted to reduce their course load in any one term. If a student in good standing is unable to complete a term due to health or other reasons, that student may apply for leave of absence and delay completion of the program until the following year's offering.

The program is not open to students who already hold a degree in business or management, and therefore the coursework will not cover topics or issues that the students have already studied. Nevertheless, there may be a few students who already have studied a particular topic (e.g., marketing or finance) at an appropriate level during her or his undergraduate studies. Such a student may apply for advanced standing in that course, thereby reducing the course load to four courses for that one term.

Management studies require interpersonal and analytic skills that may differ significantly from a student's previous academic experiences. These differences will occasionally give rise to the need to provide individual guidance to students on their journey through the program. Schulich's Division of Student Services is well equipped to provide guidance and supplemental assistance for students in all Schulich programs if and when needed. Schulich maintains a supportive environment to assist students who are experiencing difficulties. As well, York University maintains significant central resources to assist and support students who are experiencing academic or personal problems that are adversely affecting their academic performance.

#### **4.3 Course Level**

All courses are graduate-level courses, including electives.

#### **4.4 Calendar copy**

The calendar copy is provided in **Appendix C**.

## **5. Program Learning Outcomes and Assessment**

### **5.1 Learning Outcomes**

The program's expected learning outcomes are detailed in **Appendix D**. The primary program objectives are to provide students with:

- Knowledge of the major disciplines of management and how these various disciplines intersect.
- An ability to work effectively in groups and teams, and to effectively communicate analyses, outcomes and conclusions to a range of audiences.
- An understanding of the obligation to act in a socially and ethically responsible manner at all times.
- An understanding of how to manage organizational resources effectively and efficiently.

- An appreciation of the relationship between an organization and its social and natural environment.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems.
- An ability to apply quantitative and qualitative methods to solve management problems.
- An appreciation of risk, uncertainty and ambiguity and how these might influence analyses, conclusions, recommendations and interpretations.

## **5.2 Achieving the Program Learning Objectives**

When consulting with business organizations and with career placement consultants, we received the clear message that a primary key to management effectiveness is the ability to communicate clearly and effectively and to work well with other people in teams. Schulich has always emphasized teamwork in its courses, both graduate and undergraduate. The Master of Management program is designed to place an emphasis on teamwork and communication skills from the beginning of the program (e.g., “Business Communication and Team Dynamics” in the first term) through to the final experiential course, the “Enterprise Consulting Project”. Most other courses also will contain substantial experiential learning, as effective management is, by definition, a team function. The final term of the program includes a strongly experiential component (the Enterprise Consulting Project) wherein students in small groups will work directly with an organization to help them solve an operational or management function within the organization.

As the coursework will require a significant amount of teamwork, an important operational aspect will be Schulich’s management of potential problems arising from the team process. Schulich has five decades of experience with dealing with difficulties experienced by student teams (in both graduate and undergraduate programs) and is well equipped to manage and solve such issues as they arise.

## **5.3 Assessing Student Achievement**

The expected learning outcomes (**Appendix C**) are supported via a structure that develops students’ skills in each of the broad areas of management such as finance, marketing, data analysis, operations management, etc. within the broader institutional and environmental context of the organization, whether the organization is a business, a non-profit organization, or a governmental unit. While learning to apply these skills, students also learn to be open-minded and yet critical, and to diagnose, analyze and exercise judgment relating to a management-related issue.

While courses in specific disciplines will develop students’ analytic and judgment abilities in each discipline, other more broadly-based courses will enable the student to apply those abilities within the broader context of management and the organization’s needs.

Abstract knowledge is not the goal. The goal of the program is to enable students to apply newly-acquired knowledge and skills in real-world contexts. Experiential learning is built into the

program via group-based case studies and analyses, culminating in Term 3 with the Enterprise Consulting Project wherein the students form into teams of four to six and each team works in cooperation with an organization in the Toronto area on a practical application to solve a multi-dimensional problem being faced by the group's organization. The organization can be an on-going business, a nonprofit organization, or an entrepreneurial start-up.

The grading and assessment process will be the same as that used in other Schulich masters programs. In each course, a student's final assessment will be a grade on a nine-point scale (A+ to F); the overall course grade is based on the student's performance on the various elements of the course, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations) and her or his contribution to class participation and learning.

Similarly, the assessment of each student's eligibility to remain in the program, as well as to graduate, will be the same as for other Schulich masters programs. In particular, the following promotion standards apply:

1. Master of Management students will be reviewed upon completion of each term.
2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20.
3. Students who receive a grade of F in more than 3.00 credit- hours of coursework will be withdrawn.
4. Students who fail a required course must retake it. Students who fail an elective course may retake it, or may elect to take another course. Students who re-take a failed course and receive a second failing grade will be debarred.
5. Students may take more than the minimum number of electives.
6. Grades for all courses taken will remain on the official York University transcript
7. The Senate policy on repeating courses applies to this program.

Graduation Requirements:

1. Successful completion of all courses, including 36 credits of core courses and 9 credits of elective courses
2. A grade point average of at least 4.40 (B-)
3. Students with a GPA of 6.95 (A-) or above will be placed on the Dean's Honour List upon graduation.

#### **5.4 Normal Program Length**

The normal program length is three terms of full time study, as indicated in **Figure 1**. A course load of five courses per term is normal for all full-time students in Schulich masters programs and is readily achievable for the vast majority of students. The course load is the same as exists in all the similar professional master of management non-research programs in other Canadian and USA universities, as shown in **Appendix A**.

#### **5.5 Delivery Modes**

The program is course-based, not research-based. Therefore the delivery modes are via

structured course work. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, team work, as well as outreach and assistance to external organizations as part of their final term studies.

## **6. Admission Requirements**

### **6.1 Program Admission Requirements**

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized university in a non-business field of study (e.g., humanities; science; social science; engineering; fine arts; mathematics).
- A cumulative grade average of B+ or higher over the final two years of full-time study or the equivalent thereof.
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL. In special circumstances, admission to Schulich may be conditional upon taking an intensive English language course.
- A supplementary application form that shows strong evidence of leadership and/or entrepreneurial ability.
- Two letters of recommendation, at least one of which must be from a professor.
- Work experience is neither required nor expected. Admission is restricted to applicants who have two years or less of work experience. Those with two or more years of full-time work experience are encouraged to apply for admission to the Schulich MBA rather than the Master of Management.

Applicants holding an undergraduate degree in business are not eligible for the Master of Management program but may apply for the Schulich accelerated MBA once they have acquired the work experience that is necessary for MBA admission.

The admission requirements are similar to those for Schulich's other one-year masters programs (i.e., the MFIN, MACC, MBAN and MREI) except that there is no requirement for GMAT or GRE scores. As this program is intended for high-achieving graduates in non-business programs, their strong academic performance will attest to their capabilities.

The admission requirements also differ from the MBA in that no work experience is required. Indeed, potential applicants who have two or more years of work experience will be encouraged to apply for the MBA instead.

Applicants who have completed a minor or certificate worth at least 24 credits in a particular business area may be considered for advanced standing, with the following provisions:

- A petition for Advanced Standing must be made before commencement of the program. A congruence of at least 80% of the core course's learning outcomes must exist.
- Advanced Standing can be granted only for core courses.
- The applicant must have been awarded a grade of at least B on the course(s) for which Advanced Standing is requested.
- As this program is cohort-based and highly experiential, a maximum of 3.00 credits of Advanced Standing may be granted to any one applicant for a core course.
- Advanced Standing reduces the student's course load in the semester during which the relevant core course is taught in the MSTM program.

## **6.2 Alternative Requirements**

The program has no alternative admission requirements.

# **7. Resources**

## **7.1 Areas of Faculty Strength and Expertise**

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in both public and private realms. As well, Schulich is one of the very few business schools that has experts in areas such as sustainability, ethics, government, health care, voluntary organizations, and business and the environment, to cite a few.

The resources for this program will be drawn from the general resource base of the Schulich School. Although fifteen three-credit courses will be required for each entering cohort of 50 students, it is expected that financing for these courses will be derived largely from the additional revenue thereby generated. Beyond course teaching, additional resources necessary to support the program will include the relatively small cost of providing the pre-start online courses and the *Flying Start* program for this group. This pre-semester program and the two AnyPrep courses will be provided to students at no additional cost.

An additional resource may be necessary in the Career Development Centre to assist MSTM students in finding entry-level management positions, and one in Student Services and International Relations to complement capacities in terms of admissions and advising.

No additional library resources will be needed, as the resources currently available to support Schulich's existing programs (apart from classroom space) will also be more than adequate to support the Master of Management program.

Like Schulich's Strategy Field Study, the Enterprise Consulting Project will be supported by a faculty member responsible for approving projects proposed by the student groups, and for guiding them through the projects. Secretarial support may be provided by the '601 office'. The teaching resources for the Enterprise Consulting Project have been reflected in the budget

model for the program.

The teaching staff will be drawn from the regular Schulich teaching staff, both tenure-stream and sessional. A list of faculty members is contained in **Appendix E**. In the short-term and assuming a single cohort in the first year of operations, the Faculty will be able to accommodate the extra 15 courses by offering fewer sections of MBA electives, as well as a combination of overload and additional contract teaching. On this basis, the program will break even with a class of at least 18 students. In the long term, at a program size of three cohorts, the Faculty may need to hire two or three additional tenure stream faculty members, assuming the current ratio of tenure stream to non-tenure stream faculty and a continuation of current trends in other programs. Solely the expected tuition revenues will be able to more than offset the additional cost of academic staffing and any other direct costs. The revenues will also be able to easily accommodate Faculty-level and University-level overhead costs.

### **7.2 Role of Retired and Contract Instructors**

Contract instructors play an essential role in the Schulich School of Business. All of our contract instructors are well-experienced in their respective fields and in confronting the day-to-day realities of managing within organizations. They bring their real-world experience into the classroom and apply them to course instruction, case analyses, assignments, projects, presentations, and students' experiential learning in the 'real world' of management.

Similarly, retired professors also are valuable teaching resources due to their long experience and insight but are not expected to play a major teaching role.

### **7.3 Laboratory Facilities/Equipment**

No research equipment or facilities will be required to support this program. As well, no research support is necessary as the MSTM is not a research-based program.

### **7.4 Space**

Laboratory space is not needed for this program. MSTM students will share the classrooms, library, common areas, and food services that are enjoyed by all Schulich students. Classroom space is at a premium in the Faculty. The University is in the process of planning and building a new addition to the Schulich building, which will provide additional classroom space hopefully starting in Fall 2017. In the meantime, the Office of the Associate Dean Academic will work with the Registrar's Office to find teaching space outside the Schulich building. The Associate Dean intends to have first-year undergraduate students take some of their courses in classrooms not housed in the Schulich building.

### **7.5 Support Services**

The primary support services will be the library, information technology, career services and student services. The latter three are already directly provided by the Faculty to the students in Schulich's nine existing degree programs. We anticipate hiring one additional career advisor and one additional student services advisor to accommodate the additional load generated once this program expands. This personnel has been reflected in the budget referred to above.

### **7.6 Financial Support and Supervisory Capacity**

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

## **8. Support Statements and Consultations**

Please see the Dean's resource statement (**Appendix F**) and the librarian's statement (**Appendix G**). Further support statements, including the provost's initial support letter, are contained in **Appendix H**.

Even though this program does not overlap with any other graduate management programs within Schulich or beyond, the Schulich Associate Dean Academic has undertaken consultations with other Faculties. The proposal was shared, with a request for feedback, with associate or vice deans in the following faculties: Graduate Studies, Health and Lassonde (September 14), Liberal Arts & Professional Studies (Sept. 9 & Sept. 14; reminders on Nov. 25 and Dec. 9), Science (September 14) and Glendon (Oct. 9). A meeting was convened with representatives of Senate ASCP, YUQAP, FGS and LA&PS on October 1 to identify any potential concerns with the proposal. The program proposal has been edited to address any feedback provided at that meeting.

## APPENDIX A

### Master of Management Programs in Canada and U.S.A.

University	Degree granted	Duration	General approach	Specializations
<b>CANADA</b>				
Wilfrid Laurier U.	MSc in Management	12 months	Specialized studies in one of two fields; 4 or 7 req'd courses + major research project in Term 3	<ul style="list-style-type: none"> <li>Organizational behaviour/human resource management (4 req'd courses + 1 elective)</li> <li>Supply chain management (7 req'd courses)</li> </ul>
Royal Roads U.	Master of Global Management	12 months	12 courses + Global Management Project; no electives; Optional 6-month internship	None
U. of British Columbia	Master of Management	14 months	22 req'd modules incl. <i>Community Business Project</i> ; no electives	None
Western University	MSc in Management	16 months	Coursework + extensive teamwork; 3 options within Int'l Bus program, electives available in all options	<ul style="list-style-type: none"> <li>International Business</li> <li>Data Analytics;</li> <li>Entrepreneurship and Innovation</li> </ul>
U. of Windsor	Master of Management	16 months	Coursework + optional team-based corporate project	<ul style="list-style-type: none"> <li>Human resources management</li> <li>International accounting &amp; finance</li> <li>Logistics &amp; supply chain management;</li> <li>Manufacturing management</li> </ul>
Queen's U.	Grad Diploma In Business	4 months	Coursework – 8 required short courses	None

Queen's U.*	MSc in Management	12 months	Research-focused courses + major research project; a pre-PhD program	8 specializations
Ryerson U.*	MSc in Management	16 months	Research courses + supervised thesis—for a research career in industry or academia	12 specializations
Brock U.*	MSc in Management	20 months (5 terms)	Research-oriented courses + required thesis; a pre-PhD program	Accounting , Finance, Management Science, Marketing (all depending on demand)
<b>UNITED STATES</b>				
Northwestern U.	MSc in Management Studies	10 months	Coursework, very limited electives	None
U. of Michigan	Master of Management	10 months	Coursework, very limited electives	None
Duke U.	Master of Management Studies: Foundations of Business (MMS:FOB)	10 months	Coursework, no electives	None
U. of Phoenix	Master of Management	Unspecified	14 courses, no electives	Consulting (no quantitative courses)

\* Shaded cells indicate research-oriented programs, the objectives of which are very different from those for the proposed Master of Management.

## **Appendix B**

### **Master of Management Course Structure**

#### **Required Courses (36.00 credits)**

(All courses are 3.00 credits)

#### **ADVANCE PREPARATION (admitted and confirmed entrants)**

1. Satisfactory completion of **AnyPrep.com®** online video courses prior to arrival:

**Required:**

Accounting  
Mathematics

**Optional** (but recommended):

Economics  
Finance  
Statistics

2. Schulich **"Flying Start"** program (four days on site at Schulich prior to the start of Term 1)

#### **TERM 1**

##### **SB/MSTM 5000 3.00 Business Communication and Team Dynamics<sup>1</sup>**

This course provides students with the opportunity to hone important management and leadership competencies in the areas of communication and team building. Since contemporary business environments have moved to flatter, team-based structures, managers must be able to communicate clearly and persuasively to facilitate creative collaboration. The ability to think strategically about all forms of communication with diverse audiences is essential for professional advancement. As well, the ability to understand how groups and teams function, and the factors causing team success or failure, is essential in the modern workplace. Therefore, the aim of this course is to develop knowledge of effective oral and written communication techniques and to demonstrate how such communication skills intersect with positive team strategies and practices, such as problem-solving and decision-making. The course uses a workshop format that relies heavily on in-class experiential learning, including small group exploration, class discussions, self-assessments and peer feedback, to develop skills in communication and the management of team dynamics.

##### **SB/MSTM 5050 3.00 Business and Sustainability<sup>1</sup>**

Sustainability has emerged as a new area for contemporary managers. It occurs either as a challenge to existing practices and the bottom line, or as a source of considerable new business opportunities. This course explores the ways organizations can respond to increasing expectations on delivering sustainable performance at the economic, social and environmental level. Managers need to understand how business interfaces with a diverse group of stakeholders, including government and civil society, in their response to growing demands for sustainable practices. In this course students will be challenged to think critically about the role of business in creating a sustainable world. Students will gain a solid understanding of the different ways in which companies can respond to growing pressures to adopt sustainability and will study basic strategic ways of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.

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<sup>1</sup> New Course

**SB/MSTM 5030 3.00 Applied Macroeconomics<sup>1</sup>**

This course provides students with an overview of the aggregative performance of the economy with emphasis on policy application and implications for business. Particular attention will be paid to the role of the financial sector in the overall macro-economy. It begins by reviewing various financial instruments and markets, with a focus on their economic function. The course then examines the challenges to monetary and fiscal policy that arise because of macro-financial linkages. Further, a number of analytical tools are developed to determine the exchange rate and to examine economic policy implications of capital markets integration under alternative currency systems.

**SB/ACTG 5100 3.00 Financial Accounting**

Financial accounting comprises the systems for accumulating, classifying, recording, and summarizing financial information concerning an enterprise's activities. Summarized information is communicated to external users via periodic financial statements. External users include investors, lenders, employees, taxation authorities, and regulators. On the surface, financial statements appear to be objective measures of the organization's effectiveness. However, the reported numbers are the result management's often subjective measurement estimates and classification decisions. This course examines the underlying assumptions and decision usefulness of financial statements as prepared for external users. Interpretation of financial statements is emphasized rather than their preparation. The course uses examples from several companies as the basis for discussion and critical analysis. Cases will be used to demonstrate the underlying issues involved in financial reporting.

**SB/MSTM 5060 3.00 Managerial Decision Analysis<sup>1</sup>**

This course leads students through the problem analysis and decision-making process using a general managerial decision framework. The course focuses on various basic decision making fundamentals, including a fundamental (root) cause problem analysis; data collection, types of data and sources, triangulation and reliability analysis; analyzing the problem from various perspectives (framing / reframing); decision trees and decision tables (including multi criteria decision making) and risk and sensitivity analysis. The course will introduce the student to types of decisions often faced by functional managers in areas such Finance, Accounting, Operations and Strategy. An emphasis will be placed on establishing an integrative and encompassing way of analyzing a wide variety of decision problems that managers (and others) face every day.

**TERM 2****SB/ORGS 5100 3.00 Organizational Behaviour**

The purpose of this course is to develop a knowledge base from which students can develop organizational competence. It examines the relationships between organizational performance and the behaviour of individuals, groups and overall organizations. In the process, emphasis is given to the importance of interpersonal issues and to issues arising from technological change, workforce diversity, ethical challenges and internationalization.

**SB/MSTM 5300 3.00 Strategic Thinking<sup>1</sup>**

This course provides an in-depth coverage of the tools and frameworks that are useful in managerial decision making at both the micro (or tactical) level and at the macro (or strategic level). Additionally, the course focuses on the development of communication skills across written and oral mediums. The course is intended to exercise and develop analytical skills, quantitative skills, attention to detail, presentation skills, teamwork skills, and an ability to work in high pressure and time sensitive

environments.

### **SB/MSTM 5220 3.00 Managerial Finance<sup>1</sup>**

Students learn about investment and financing in this core course. The investment decision allocates scarce resources to projects in the organization, and involves asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning and the cost of capital. Ethical considerations and management in the global context are integrated into these topics.

### **SB/MKTG 5200 3.00 Marketing Management**

This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. It also develops specific skills such as problem-solving, verbal presentation, business writing and group work.

### **SB/MSTM 5210 3.00 Design and Management of Organizational Processes<sup>1</sup>**

Organizations, whether in manufacturing, service, nonprofit or public sectors are composed of bundles of processes that must accomplish tasks and work together effectively and efficiently. People, materials and information must be configured into responsive supply networks within and between organizations to create value for key stakeholders such as customers. In this course we cover some of the basic yet powerful ideas from operations management on how to improve quality, use fewer resources and be flexible in the face of rapid and sudden change. The focus is on not only on basic tools and techniques for getting work done, such as project management, but also the on key trade-offs that managers must make when designing internal processes and supply chains. We examine how we can harness emerging technologies such as information technology and cope responsibly with other emerging changes in the marketplace and in society.

## **TERM 3**

### **REQUIRED:**

### **SB/MSTM 5260 3.00 Managerial Accounting<sup>1</sup>**

Managers need tailor-made accounting measurements for decisions affecting their organizations' specific operational and strategic needs. Financial reports prepared for external users on the basis of Generally Accepted Accounting Principles have little usefulness for internal management. In this course, students will learn to develop measurements tailored for internal decisions such as managing costs, pricing special orders, determining service levels, and evaluating performance.

### **SB/MSTM 6000 3.00 Enterprise Consulting Project<sup>1</sup>**

The Enterprise Consulting Project (ECP) combines academic learning with practical experience. In March-April, prior to the end of Term 2, students will form themselves into groups of four to six students per group, mixing different academic and personal backgrounds. Each group will be responsible for finding an organization in the Toronto area that agrees to participate. The organization can be an on-going business, a start-up, or a nonprofit or community organization. From May through July, each student group will engage in a collaborative work project that will be negotiated between the student group and the organization's management, to be approved by the course director. The project will require students

to apply classroom knowledge to real world management issues. During the ECP, students will use the management foundations studied in the first two terms of the Master of Management program to develop actionable recommendations for the client organization.

### **ELECTIVES (choose 9.00 credits):**

Each year, the Program Committee will prepare a list of electives deemed appropriate for the then-current MSTM student cohort from among the courses already approved for Schulich masters programs; the courses will be taught in dedicated MSTM sections. The number of electives offered to each cohort may be expanded as MSTM enrolment increases. Elective offerings will be subject to revision annually by the Program Committee.

A potential sample list for the first student cohort (for elective enrolment in Summer Term 2017) might be as follows:

### **Elective Course Descriptions<sup>2</sup>**

#### **SB/ENTR 6605 3.00 Entrepreneurship and New Firm Creation**

This course explores various dimensions of the creation of new ventures, including family enterprises. It is concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. The course examines the nature of entrepreneurs and what they do. It identifies the nature of opportunities and considers how new venture ideas can successfully be screened. The course provides the opportunity to develop a cohesive and effective business plan for a start-up venture.

#### **SB/ENTR 6655 3.00 Social Entrepreneurship**

This course introduces students to the field of social entrepreneurship. Students will be exposed to the theory of social entrepreneurship – starting and running a business venture that advances social and/or environmental good – and the opportunities and constraints it presents. Students will have the opportunity to create a business plan for a social venture and pitch it to a panel of social investors.

#### **SB/IBUS 6410 3.00 Introduction to International Business**

This course examines issues and problems which arise when business operations or institutions transcend national boundaries and become international and multinational in scope and character. Adaptations of the basic managerial functions in different countries are emphasized. This framework is applied to current trade patterns and manufacturing costs in Canada, including government policy options and the implications for corporate strategies.

#### **SB/FINE 6200 3.00 Investments**

This course surveys major investment problems. Factors affecting the term structure and risk structure of yields on financial claims are identified and analyzed. The course focuses on the development of principles of personal and institutional portfolio management; modern capital asset pricing theory; valuation discussions on Canadian models for common stock prices. The institutional structure of the investment markets in Canada is viewed, with special emphasis on the role of security exchanges

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<sup>2</sup> Only courses pre-selected by 20 or more students will be scheduled for registration

and the impact of institutional investors. Emphasis is placed on the efficiency of financial asset markets in adjusting to information entering the marketplace.

**SB/MKTG 6226 3.00 Social Media for Marketing and Management**

Social media is changing society, changing the nature of marketing, and changing the way that business is conducted and managed. In this course, students explore the role of social media in the life of the marketer and business manager. It begins with a detailed understanding of the origins, forms, and uses of social media. It expands into an examination and hands-on of the methods for researching and understanding social media. The course then overviews the various uses and forms of social media, ranging from web-pages, forums, and blogs to social networking sites, Twitter, wikis and mobile. The course features an applied student project that brings to life the potential and pitfalls of this new marketing and management communications form.

**SB/ORGS 6560 3.00 Negotiations**

This course will provide students with insight into their own negotiation style and how to become a more effective negotiator. The course takes an experiential approach to exploring the concepts, theories, and psychology of negotiations. Students will gain knowledge of the different approaches to negotiations and the strategies and tactics unique to each. The course will provide students with opportunity to learn, practice and refine negotiation skills as well as equip them with the skills necessary to negotiate constructive resolution to conflict in the workplace.

## **Appendix C**

### **Master of Management Calendar Copy**

#### **Program Overview**

The Schulich Master of Management program is designed to enable new graduates of non-business programs to obtain additional competencies that are valued by organizations and thus facilitate employment. In only eleven months of full time study, this 45 credit program will allow students to develop skills needed for managing in and solving problems for any kind of organization, whether business, nonprofit, or governmental, and in any field, be it engineering, health, science, social services, technology, etc. The program will allow students to develop knowledge of the methods used in diverse organizational roles and an understanding of how organizations function.

In particular, the program will give students:

- Knowledge of the major disciplines of management and how these various disciplines intersect.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems using qualitative and quantitative data and taking into account risk, uncertainty and ambiguity.
- An ability to work effectively in groups and teams, and to effectively communicate analyses, outcomes and conclusions to a range of audiences.
- An understanding of the obligation to act in a socially and ethically responsible manner at all times.

The Master of Management's courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with electives and an Enterprise Consulting Project in Term 3.

#### **Admission Requirements**

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized university in a non-business field of study.
- A cumulative grade point average of B+ or higher over the final two years of full-time study or the equivalent thereof.
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL.
- Two letters of recommendation, at least one of which must be from a professor.
- Less than two years of full time work experience. Those with more work experience are encouraged to apply for admission to the Schulich MBA.
- A supplementary application that shows strong evidence of leadership ability.

Applicants who have completed a minor or certificate worth at least 24 credits in a particular business discipline may apply for a maximum of 3.00 credits of advanced standing.

Applicants holding an undergraduate degree in business are not eligible for the Master of Management program but may apply for the Schulich accelerated MBA once they have acquired the work experience that is necessary for MBA admission.

## APPENDIX D

### Expected Learning Outcomes

The MM degree is awarded to a student who has demonstrated:

**Level 1 (L1)** = *Knowledge* (ability to recall) and *Comprehension* (ability to grasp the meaning of)

**Level 2 (L2)** = *Application* (ability to use learned material in new situations)

**Level 3 (L3)** = *Analysis* (ability to break down into components), *Synthesis* (ability to put parts together into a new whole), and *Evaluation* (ability to judge the value of materials)

PROGRAM EXPECTED LEARNING OUTCOMES	MSTM 5000	MSTM 5050	MSTM 5100	ACTG 5100	MSTM 5300	ORGS 5100	MSTM 5600	MSTM 6100	MKTG 5200	MSTM 5210	MSTM 6220	MSTM 6700
<b>1. Depth and Breadth of Knowledge</b>												
a) detailed knowledge of major disciplines used in management.				L1	L1	L1	L1	L1	L1	L1	L2	L2
b) an understanding of how various disciplines of management intersect.				L1	L2	L2	L2	L1	L2	L2	L2	L2
c) an ability to gather, review, evaluate, and interpret information pertaining to a management or management-environment issue.		L2	L1	L2	L2	L1	L2	L2	L2	L2	L2	L3
d) an understanding of how to manage organizational resources effectively and efficiently.		L1		L1	L1	L1	L2	L1	L2	L1	L1	L2
e) an understanding of the relationship between management and the environment, the role of sustainability in management practices, and the ethical responsibilities of managements and managers.		L2	L1	L1	L2	L1	L2		L2	L1		L1
<b>2. Knowledge of Methodologies</b>												

a) an ability to summarize theories and methods of analysis that are used for evaluating management problems.		L1	L1		L1		L2		L1	L2	L2	L1
b) an ability to contrast the theories and analytical methods that apply across management disciplines and that can be used to develop appropriate responses to both current and emerging issues.					L2		L2		L1	L2	L2	L2
c) an ability to select the appropriate theories and methods of analysis to solve management problems.	L1	L1			L2		L2		L1	L2	L1	L2
d) an ability to recognize situations in which standard methods of analysis are not appropriate and devise appropriate innovative approaches.	L1	L1		L1	L1	L1	L2		L1	L2		L2
<b>3. Application of Knowledge</b>												
a) an ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.		L2	L1	L2	L2		L3	L2	L1	L2	L2	L2
b) an ability to apply management concepts to make effective operating decisions.		L1		L1	L2	L1	L3	L1	L2	L1	L2	L2
c) an ability to differentiate between relevant and irrelevant information and to diagnose, analyze, and judge a management-related problem or issue including cross-discipline issues.		L2	L1	L2	L2	L1	L3	L2	L1	L2	L3	L2
d) an ability to differentiate between quantitative and qualitative information within the context of research.		L2	L1	L2	L2	L1	L3	L2	L2	L2	L2	L2
e) an understanding of how to utilize management technology when analyzing an issue or problem.	L1	L1			L2		L2		L1	L2		L2
f) an ability to appraise administrative theories to develop strategy for making management decisions and solving management problems.	L1	L1			L2		L3		L1	L1	L2	L2
g) an ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	L2	L2	L1	L1	L2	L1	L3	L2	L1	L2	L2	L2

h) an ability to evaluate how actionable conclusions and recommendations satisfy the needs of the various stakeholders.	L2	L1		L1	L2	L1	L2		L1	L2	L1	L3
<b>4. Communication Skills</b>												
a) an ability to work effectively in groups and teams, both within a discipline and across disciplines.	L2	L2		L2	L2	L1	L2		L1	L1	L2	L3
b) an ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	L2	L2	L1	L2	L2	L1	L2	L1	L1	L2	L2	L3
<b>5. Awareness of Limits of Knowledge</b>												
a) an understanding of the limitations of acquired knowledge and abilities, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	L1	L1	L1	L1	L1	L1	L2	L1	L1	L2	L1	L2
b) personal self-awareness, the ability to challenge personal mental models, and an understanding of one's own actions on others.	L2	L2		L1	L1	L2	L2	L1	L1	L1	L1	L1
c) an appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.	L1	L1	L1	L2	L2	L1	L2	L2	L1	L2	L2	L2
<b>6. Autonomy and Professional Capacity</b>												
a) an ability to function professionally and effectively in employment, community involvement, and other activities.	L2	L2		L1	L2	L2	L1	L1	L1	L1	L1	L2
b) an ability to transfer skills effectively to new situations and environments.	L2	L1		L1	L2	L2	L1	L1	L1	L2	L1	L2
c) an understanding of how to drive his/her learning in changing circumstances and an ability to conduct independent research.	L2	L2		L1	L2	L2	L1	L1	L1	L1	L1	L2
d) an understanding of the obligation to act in a socially and ethically responsible manner at all times.	L1	L3	L1	L1	L1	L1	L1	L1	L1	L1	L1	L3

## APPENDIX E

### Faculty Members – Schulich School of Business

Surname	Given Name	Rank	Fields						
			Accounting	Economics	Finance	Marketing	OMIS	ORGS	Strategic Management
Annisette	Marcia	Associate	x						
Aulakh	Preetmohinder	Professor							x
Auster	Ellen	Professor							x
Belk	Russell	Professor				x			
Bell	Chris	Associate						x	
Bhanich Supapol	Atipol	Associate		x					
Biehl	Markus	Associate					x		
Campbell	Alexandra	Associate				x			
Cao	Melanie	Associate			x				
Chung	Janne	Associate	x						
Cook	Wade	Professor					x		
Crane	Andrew	Professor							x
Cumming	Douglas	Professor				x			
Darke	Peter	Professor				x			
Darroch	James	Associate							x
deCarufel	Andre	Associate						x	
Deutsch	Yuval	Associate							x
Dong	Ming	Associate			x				
Eberlein	Buckard	Associate							x
Everett	Jeffrey	Professor	x						
Farjoun	Moshe	Professor							x
Fischer	Eileen	Professor				x			
Gainer	Brenda	Associate				x			
Giesler	Markus	Associate				x			
Graham	Cameron	Associate	x						
Henriques	Irene	Professor		x					
Horvath	Dezso	Professor							x
Hsu	Sylvia	Associate	x						
Irving	Richard	Associate					x		
Johnston	David	Associate					x		
Joshi	Ashwin	Associate				x			
Kamstra	Mark	Professor			x				

Kanagaretnam	Kiridaran	Professor	x						
Karambayya	Rekha	Associate						x	
Kecskes	Ambrus	Associate			x				
Kim	Henry	Associate					x		
Kipping	Matthias	Professor				x			x
Kistruck	Geoffrey	Associate							
Kozinets	Robert	Professor				x			
Kristal	Murat	Associate					x		
Larkin	Yelena	Assistant			x				
Lazar	Fred	Associate		x					
Levesque	Moren	Professor					x		
Li	Stan	Professor							x
Li	Zepeng	Assistant					x		
Madhok	Anoop	Professor							x
Matten	Dirk	Professor							x
Mawani	Amin	Associate	x						
McClean	Ronald	Assistant					x		
McKellar	James	Professor					x		
McMillan	Charles	Professor							x
Milevsky	Moshe	Associate			x				
Morgan	Gareth	Professor						x	
Neu	Dean	Professor	x						
Ng	Lilian	Professor			x				
Noseworthy	Theodore	Associate				x			
Oliver	Christine	Professor						x	
Pan	Yigang	Professor				x			
Peridis	Theodoros	Associate							x
Prisman	Eliezer	Professor			x				
Qu	Sandy Qian	Assistant	x						
Rice	Marshall	Associate				x			
Roberts	Gordon	Professor			x				
Rosin	Hazel	Associate						x	
Sadorsky	Perry	Associate		x					
Sheremata	Willow	Associate							x
Shum	Pauline	Professor			x				
Sirsi	Ajay	Associate				x			
Tan	Hongping	Associate			x				
Tan	Justin	Professor							x
Tasa	Kevin	Associate						x	
Thorne	Linda	Professor	x						

Tian	Yisong	Professor			x				
Trivedi	Viswanath	Associate	x						
Valente	Mike	Associate						x	
Weiss	Stephen	Associate							x
Wesson	Thomas	Associate							x
Wright	Lorna	Associate						x	
Yeomans	J. Scott	Professor					x		
Zietsma	Charlene	Associate						x	
Zwick	Detlev	Assistant				x			
Adams	Jean	CLA						x	
Holzinger	Ingo	CLA						x	
Hussain	Sherena	CLA		x					
Middleton	Alan	CLA				x			
Waitzer	Edward	CLA							x
Weitzner	David	CLA							x
Beechy	Tom	Professor Emeritus	x						
Cragg	A. Wes	Professor Emeritus							x
Macdonald	Ian H.	Professor Emeritus							x
Westney	Eleanor	Professor Emerita						x	
Wolf	Bernard	Professor Emeritus		x					
Zemans	Joyce	Professor Emerita							x
Berengut	Rhona	Sessional Lecturer						x	
Chiyskowski	Greg	Sessional Lecturer			x				
Chiyskowski	Karen	Sessional Lecturer			x				
Clark	Jane-Michele	Sessional Lecturer				x			
Conklin	David	Sessional Lecturer							x
Farrell	Elizabeth	Sessional Lecturer	x						
Friedman	Steven	Sessional Lecturer						x	
Ginsberg	Laurence	Sessional Lecturer							x
Kuzmicki	Andre	Sessional Lecturer					x		
Kong	Douglas	Sessional Lecturer	x						
Lakats	Linda	Sessional Lecturer					x		
MacDonald	Peter	Sessional Lecturer							x
Ord	Steve	Sessional Lecturer				x			
Tolias	Theodore	Sessional Lecturer		x					
Zandi	Farrokh	Sessional Lecturer		x					



**Schulich**  
School of Business  
York University

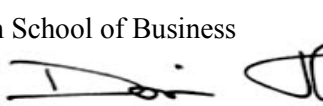
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## Appendix F Statement of Support - Anchor Dean

### Memo

To: Rhonda Lenton, VP Academic & Provost  
cc: Sarah Whitaker (FGS) and Cheryl Underhill (Senate ASCP)  
From: Dezső J. Horvath, Dean, Schulich School of Business  
Date: October 7, 2015  
Subject: **Master of Management – Dean's Statement of Support**



I would like to enthusiastically express my full support for the proposed Master of Management (MSTM) program. This 12-month program will enable students graduating from non-business honours degree programs to obtain critical skills for success in any type of organization they may choose to join upon graduation from the MSTM. It is well known that the graduates of liberal arts and science programs are well suited to management positions because, during their university experience, they have acquired analytical and cognitive skills that are essential for contributing to organizational performance and to society. Liberal arts graduates who have also acquired management skills are known to be unusually high performers in management and professional roles.

Currently, general management programs such as the MBA are not accessible to recent University graduates because most programs require significant work experience for entry. As a result, recent graduates are largely left on their own to discover the necessary skills for personal growth within an organization and thus enhancing their ability to make valuable contributions to society.

In recognition of this societal need, many management schools in Europe, including the highly prestigious London Business School, have established one-year programs for recent graduates; these programs usually are entitled Master of Management. The advent of Master of Management programs has spread from Europe to North America as an increasing number of schools are recognizing the need for preparing recent graduates of non-business programs to seek positions leading to management in any type of organization.

With its wide competence in all areas of management, the Schulich School is very well positioned to help fill this need. The Schulich School is highly capable of delivering quality education and experiential skills that can support recent non-business graduates in making a contribution to society through organizations of various types.

The Schulich School has the resources in place to offer this program. A single cohort can be added without major resource implications in terms of either faculty or staff. As the program grows from an initial single cohort (minimum 20 students; target: 50 students) to an estimated steady state capacity of three cohorts (150 students), additional resources will be added organically using existing mechanisms. The program budget shows that it will easily support such additions. At the moment, however, the tightest constraint is lecture space. Our Associate Dean Academic will proactively manage this element, potentially in collaboration with the Registrar's Office.

In conclusion, I wish to express my full support for this program and its innovative design. I am certain that its implementation will be very effective and a success for York University and its students.

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ACADEMIC &  
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## **Memorandum**

To: Rebecca Pillai Riddell, Chair Senate APPRC

From: Rhonda Lenton, Provost

Date: November 2, 2015

Subject: Proposal for Master of Management (MSTM) Degree



I have undertaken an initial review of the proposal from the Schulich School of Business to establish a Master of Management (MSTM) program. It is my intention to provide a more detailed statement with regard to this proposal, including its resource implications, following receipt of the external reviewers' report, SSB's response, and the final version of the proposal incorporating any revisions to take account of the reviewers' comments. At this stage, however, let me signal that I am satisfied that this proposal is ready to go forward for consideration by the external reviewers.

The proposal for this degree program has been developed to address an unmet need in management education, that is, to prepare graduates of non-business undergraduate programs for management positions in private, public or non-profit settings. This addition to the School's Masters level programs supports institutional priorities in relation to the expansion of graduate and professional programs and enrolments and builds on Schulich's broad and deep expertise in the field of management. I am satisfied that the proposal sets out the case for the program in terms of demand, its contributions to our institutional objectives, its distinctiveness, its curriculum and structure, and the learning outcomes it is intended to promote.

The program will add to the array of excellent programs offered by the Schulich School of Business, and the proposal enjoys strong support from the Dean of the School.

I look forward to seeing the reviewers' assessments of the proposal.

Cc: Dean D. Horvath  
A. Pitt

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## **Memorandum**

**To:** Rebecca Pillai Riddell, Chair, Senate APPRC  
Franck van Breugel, Chair, Senate ASCP

**From:** Rhonda Lenton, Provost

**Date:** January 13, 2016 (revised)

**Subject:** Proposal for Master of Management (MSTM), Schulich  
School of Business



I have reviewed the (revised, December 2015) proposal from the Schulich School of Business to establish a Master of Management (MSTM) program, together with the report of the external reviewers on the October 2015 proposal and Schulich's response to that report.

As I indicated in my earlier communication with regard to this proposal, it has been developed to address an identified and currently unmet need in management education that complements the other specialized programs that have been developed by Schulich over the last number of years. The program builds on Schulich's reputation for excellence in business programming and its expertise in the field of management.

The referees have commented on a number of aspects of the program as presented in the initial proposal, including several matters relating to the design of the curriculum, for example course content and sequencing, which Schulich has addressed in some detail in its response and the revised proposal. They have also commented on the need to clearly situate the program within the range of qualifications available to students and to ensure that its distinctive role is clearly articulated. As a result, I am pleased to see that the role of this program has been more explicitly set out in the revised proposal.

Resources, including faculty and staff, are in place to introduce this program. Current faculty are well qualified to teach the courses comprising the program. The proposal indicates that resources will be provided from revenues generated and some reduction in the number of elective sections offered in the MBA program; and Dean Horvath has described in his letter of support plans for provision of additional resources as the program grows. The Dean's letter refers to plans for an initial single cohort of 20 students with a target of 50, growing to a steady state capacity of 150 students (three cohorts).

Consultations with other relevant Faculties were undertaken and confirmations received in support of the program. Some questions were recently raised by Dean Mukherjee-Reed of the Faculty of Liberal Arts & Professional Studies in regards to the name, size and target audience of the program, which I believe were satisfactorily addressed at FGS Faculty Council. Some general concerns were also raised regarding opportunities for faculty in the School of Administrative Studies in LA&PS to participate in graduate education, in response to which it is my intention to meet with the Deans of the relevant Faculties to provide guidance in relation to addressing these general concerns.

With these comments, I am pleased to record my support for the Schulich Master of Management proposal.

Cc: Dean D. Horvath  
B. Crow  
A. Pitt

# Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC  
Franck van Breugel, Chair, Senate ASCP

From: Ananya Mukherjee-Reed, Dean, LA&PS

Date: January 17, 2016

Subject: SSB proposal for Master of Management

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In keeping with the changing trends in the demand for Management education, SSB has proposed a Master of Management program, which it plans to offer in addition to its MBA program. The proposed Master is open to students of all academic backgrounds (as is the MBA), but is different from the MBA in that it is a direct entry program (prior work experience is not required), is for a shorter duration (one year) and has a lower admission requirement than the MBA.

For LA&PS, this proposal comes at a time when we are also in the process of developing graduate programming which respond to the needs of liberal arts majors; as well, our School of Administrative Studies (SAS) is developing business/management/business-related programs for York's new campus at Markham.

LA&PS is one of the largest liberal arts Faculty in Canada and North America. As such, like many other such faculties, LA&PS has efforts under way for professionalizing some of its programs where students or faculty have identified a need for it. With this in view, LA&PS is developing a general rubric of courses, to be integrated into graduate offerings in a number of different ways. These can take the form of professional diplomas, new degrees or new additional content in existing programs. Some of this curriculum focuses on the areas of management and business, albeit not exclusively.

While LA&PS will make every effort to distinguish its programs from existing offerings at York (including SSB's), it will remain necessary for LA&PS to be able to offer graduate content which will meet the learning objectives of the programs under development. Our goal, in these pursuits, is to create an optimal synergy between a liberal arts education and professional education. The potential benefit here lies in both directions: professional training can enhance the in-depth



scholarly specialization obtained through a graduate program while the latter can add depth and context to professional training that may not always occur when professionalization is obtained in separation from an academic specialization.

With a large number of internationally reputed graduate programs, and the intellectual breadth of its faculty, LA&PS is in a unique position to develop programming that captures these new synergies in liberal and professional education. As such, LA&PS asks that it not be precluded from offering such content, and that it be acknowledged that some degree of overlap in content (especially in core areas of general management) may be unavoidable.

Provost Lenton and Dean Horvath have assured me that collegial discussions with all relevant stakeholders will be possible regarding these issues, and that SAS and LA&PS more broadly will not be precluded a priori from developing its programming as appropriate for its student body. I look forward collaborating on these matters in the coming days.

A handwritten signature in blue ink, reading "Ananya Mukherjee". The signature is fluid and cursive, with the first name "Ananya" and the last name "Mukherjee" clearly distinguishable.

# The Senate of York University

## Academic Policy, Planning and Research Committee

### Memorandum

To: Dean Ananya Mukherjee-Reed, Faculty of Liberal Arts & Professional Studies

From: Dr Rebecca Pillai Riddell, Chair, Academic Policy, Planning and Research Committee of Senate

Date: February 8, 2016

Subject: **Correspondence re: Master of Management Proposal**

---

I am writing on behalf of APPRC to acknowledge receipt of your correspondence dated January 17, 2016 concerning the Master of Management degree type and degree program proposals (Faculty of Graduate Studies / Schulich).

Having concurred with a recommendation by the Academic Standards, Curriculum and Pedagogy Committee to establish the degree and program, APPRC was pleased to note that consultations on this proposal have concluded and documentation has been finalized.

In your memorandum you cite assurances from Provost Lenton and Dean Horváth “that collegial discussions with all relevant stakeholders will be possible regarding these issues.” APPRC has received assurances that such collegial discussions will take place and that matters of mutual interest will be dealt with in an ongoing manner, a positive arrangement that the Committee applauds.

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

cc: Chair and Secretary, Academic Standards, Curriculum and Pedagogy  
Chair and Secretary, Council of the Faculty of Graduate Studies  
Chair and Secretary, Council of the Schulich School of Business  
Provost Lenton  
Dean Horváth, Schulich School of Business  
Associate Dean Academic Biehl, Schulich School of Business

**York University**

New Program Proposal for Expedited Approval

**PUBLIC AND INTERNATIONAL AFFAIRS**

**PROPOSED YORK-LAVAL DUAL CREDENTIAL MASTERS DEGREE  
IN PUBLIC AND INTERNATIONAL AFFAIRS**

**Submitted: February 12, 2016**

## **1. Introduction**

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

The Master's program in Public and International Affairs (MPIA) at Glendon College, York University is proposing to institute a dual credential program with the *Maîtrise en Affaires publiques* of Laval University in Québec City. The proposal will not affect the existing Glendon curriculum, enrolment, or staffing, but our students will have additional requirements in the Laval phase of their studies to earn an additional credential.

Students will pursue two terms (fall-winter) of course work at each university. The first term will be spent at York; the second at Laval. In addition, they will undertake two internships, one each with the Ontario and Quebec governments. The first will be pursued during the summer after the first year of study and the second in the following summer. Upon completing these requirements, they will receive both the MPIA and the Laval *Maîtrise en affaires publiques* (MAP).

Both programs are intended to prepare students to assume leadership positions, especially in public institutions, through an interdisciplinary education that combines both theoretical and practical knowledge. They have identical structures: two years of course work and an internship. In each program, the first year is devoted to a set of required courses and the second year to elective courses.

Under the MPIA-MAP program, all students will pursue their first year of study at York. Thus, they will have effectively completed the required course work during the first year. During the second year, at Laval, students will pursue elective courses (as is the case within the standard MAP program). Laval's offering of elective courses will fall in four general areas which are all congruent with the MPIA: 'analysis and evaluation', 'public management', 'public finance', and 'research methodology'.

Graduating students will receive two diplomas: one from York University for the MPIA and the other from Laval University for the MAP. The York diploma will indicate that it was secured in collaboration with Laval University; the Laval diploma will make similar mention of York.

The proposal constitutes the addition of a new option within an existing program.

### **1.2 For graduate programs that wish to have a Quality Council endorsed field(s), please indicate the field(s) for each of the master's and PhD programs.**

Not applicable.

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

The new option has been developed in close consultation with officials at Laval University, including the Director of the Maîtrise en affaires publiques, the chair of the Political Science department and the office of the Dean of Social Science.

The proposal has the approval of faculty and the Graduate Program Director in the York Master's in Public Affairs. A letter of support from Glendon's principal is appended to this document. At the same time, the proposal has been developed in consultation with York University's Faculty of Graduate Studies. It would have no discernible impact on other programs at York.

By the same token, consultations have taken place with officials in both the Ontario and Quebec governments.

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

The Masters program in Public and International Affairs at Glendon College, York University.

## **2. General Objectives of the Program**

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

The Master's in Public & International Affairs is a central activity of the Glendon School of Public and International Affairs. The purpose of the program is to prepare students to assume leadership roles in public institutions, whether they be governmental or non-governmental organizations, or to develop and apply expertise about public institutions, as with careers in journalism or business-government relations. This is achieved through a combination of course work, an internship and a major research paper. The curriculum includes standard courses in policy analysis, public management and research methods. Students are introduced to such matters as financial management, organizational theory, project implementation and evaluation, and the techniques of policy-making.

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

At the heart of Glendon's historical mission has been the preparation of bilingual leaders for public life. Canadian and International affairs have been central elements of Glendon's curriculum and research activities. The option will directly contribute to each of the three objectives set out in the University Academic Plan: academic quality, student success and community engagement.

In terms of academic quality, students will be able to study with faculty in two of Canada's major universities and will have the experiential education of internships, in different languages, with two provincial governments or non-governmental organizations. They will also have the experience of living in two different provinces and conducting their day-to-day lives in the primary language of each province.

In terms of their subsequent success, students will be ideally equipped, academically, linguistically and experientially, to serve in Canada's federal and provincial public services as well as to assume positions in national media and non-governmental organizations.

Through this arrangement, York will be making a unique contribution to Ontario and the country as a whole. By the same token, the new option will reinforce Glendon's role as the only bilingual university campus in southern Ontario and thus contribute to York's differentiation within the Ontario university system.

The dual credential aligns exactly with existing academic plans at the program, faculty, university levels. Our partners at Laval share the MPIA's commitment, reaffirmed in its Self-Study (2015), to the goals of community engagement, social justice, internationalization, and experiential education. Courses feature contact with public figures and experts in various aspects of public life. Many of these courses address issues of human rights, civil liberties, and inequality, and international cooperation in line with our commitment to social justice. Internships provide students with firsthand experience in community engagement and prepare them for public life.

### 3. Need and Demand

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

#### *Dual degree programs: an international trend*

The program with Laval will complement the dual credential program which York maintains with Université de Strasbourg, France, under which students pursue both the MPIA and Strasbourg's Master's in Public Administration. The program has functioned successfully for five years and has recently been renewed for another five years by the two universities. Through this program, the MPIA benefits from the presence of French students; MPIA students have an exceptional experience as students at Strasbourg. Given this successful experience with a dual degree program on an international basis, the MPIA will have no difficulty maintaining such a program on an inter-provincial basis.

The fact of the matter is that, at the international level, dual degree programs have become quite common. While especially prevalent in Europe, they have emerged in other parts of the world as well.<sup>1</sup> Already, some of North America's leading universities maintain dual degree programs with universities in Europe and Asia.

Three North American universities maintain dual degree programs with France's Institut d'étude politique (or 'Sciences po'), centred in Paris. They are: Columbia University, University of Pennsylvania, and Georgetown University. University of Ottawa's School of Public & International Affairs is expected to establish one soon with Sciences po. In addition, Sciences po maintains dual degree programs with eighteen other universities, including London School of Economics, Stockholm School of Economics, Freie Universität Berlin, Fudan University (Shanghai), Peking University and Kelo University (Japan).

Recently, the University of British Columbia established an undergraduate dual degree program with Sciences po. Under this program, students spend the first two years of study at one of Sciences po campuses in France and the second two years at UBC, receiving, after four years, both a B.A. from Sciences po and a B.A. or B.Comm from UBC.

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<sup>1</sup> 'the growth of joint-and dual-degree programs in Asia, Australia and above all Europe has left Americans in the unfamiliar position of playing catch-up' D.D. Guttenplan, 'Dual-Degree Programs are Gathering Steam', *New York Times*, March 28, 2011.

A Global Public Policy Network has been formed by seven major schools of public policy/administration: London School of Economics, Sciences po, School of Public & International Affairs of Columbia University, Lee Kuan Yew School of Public Policy (National University of Singapore), Hertie School of Governance (Berlin), Fundacao Getulio Vargas (Sao Paulo), and University of Tokyo Graduate School of Public Policy. Each institution has established dual degree programs with other members of the Network. 'At the end of the two years students receive the corresponding Master degrees from each of the two institutions'.<sup>2</sup>

For its part, the Institut d'étude politique of Université de Strasbourg operates dual degree programs with four other institutions, along with York: University Viadrina- Frankfurt (Oder), Jagiellonian University (Krakow), Charles University (Prague), and the Solvay Brussels School of Economics. By the same token, Strasbourg's Faculty of Law, Political Science and Management has double degree programs with universities in Leicester (U.K.), Zurich, Madrid, and Ferrara Italy. Its School of Architecture has double degree programs with institutions in Shanghai, Dresden, and Karlsruhe (Germany).

In sum, the MPIA-MPA dual degree builds upon an international trend, involving many of the world's leading universities, through which students spend half their program of study at each of two institutions and receive degrees from each.<sup>3</sup> At same time, the MPIA-MAP enables York University to respond to Canada's chronic need for functionally bilingual public servants. In the process, it reaffirms York's distinction in possessing Canada's only fully bilingual university campus.

The MPIA-MAP falls squarely within the established parameters for dual degrees. The course work that York students pursue at Laval will be fully equivalent to the MPIA course work they would otherwise pursue at York. Indeed, the MPIA GPD will oversee the program of study of MPIA students at Laval so as to ensure that is the case. During the first year of study at York, Laval students will effectively complete the required courses of the MPIA.

Compared with students taking the standard MPIA, York students in the MPIA-MAP will have pursued their studies at Laval, as well as York. Unlike the MPIA program, the Laval studies will be pursued exclusively in French. In addition, students in the MPIA-MAP will pursue a second internship, with the Quebec government, and take an extra course while at Glendon.

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

MPIA student interest in the Dual Credential program is high. Seven out of the current cohort of 18 domestic students have indicated their intention to go to Laval next year. There is no reason to doubt that interest at Laval for the Dual Credential program is strong: the prospect of spending a year in Toronto would be very appealing to Laval students. Initial contacts with the Québec government indicate that they would be prepared to help Laval students with the costs of moving to Toronto. The Ontario government would likely support Glendon students with moving costs to Québec City.

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<sup>2</sup> [www.gppn.net/?page\\_id=38](http://www.gppn.net/?page_id=38) .

<sup>3</sup> As Columbia University's SIPA states, 'Students will have the opportunity to study in Paris and New York and obtain both Sciences Po and SIPA's Master's degree in the same amount of time it takes to earn one degree' . (<https://sipa.columbia.edu/sipa-miasciences-po-paris-dual-degree-program>.)

#### 4. Program Content and Curriculum

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

##### **MPIA GLENDON**

###### **Existing Structure**

###### First Year:

Required Courses +

Colloquium 15 credits

Elective Courses 6 credits

###### Summer

Internship 6 credits

###### Second Year

Elective Courses 15 credits

Capstone Seminar 3 credits

**TOTAL: 45 CREDITS**

##### **DUAL DIPLOMA**

###### **Laval Students**

###### First Year at Glendon

Required Courses +

Colloquium 15 credits

Elective Courses 6 credits

###### Summer

Internship 6 credits

###### Second Year at Laval

Elective Courses 12 credits

Internship 9 credits

**TOTAL: 48 CREDITS**

##### **MAP LAVAL**

###### **Existing Structure**

###### First Year

Required Courses 24 credits

###### Second Year

Elective Courses 12 credits

Internship 9 credits

**TOTAL: 45 CREDITS**

##### **DUAL DIPLOMA**

###### **Glendon Students**

###### First Year at Glendon

Required Courses +

Colloquium 15 credits

Elective courses 6 credits

###### Summer

Internship 6 credits

###### Second Year at Laval

Elective Courses 12 credits

Internship 9 credits

**TOTAL: 48 CREDITS**

The MPIA program is distinctive within Canada because:

- 1) Students are required to take courses in both official languages, one-third of which must be in their second language. No other cognate program in the country has such a requirement.
- 2) Students are required to complete a paid internship during the summer between Year 1 and Year 2 of the program.
- 3) Students are given the option of pursuing a dual degree option with Université de Strasbourg or, upon approval, with Laval University.

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

Please refer to Appendix II.

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

Existing enrolments and class sizes are not expected to change significantly.

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

Please see attached.

## **5. Program Structure, Learning Outcomes and Assessment**

*The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.*

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

The two-year MPIA programme has a curriculum that includes both required and elective courses. The required ones are common to similar programmes across the country: Policy Process, Research Methods, Public Management, Economics and Public Policy, along with a Colloquium Series and the Capstone Seminar. Required courses are complemented by approximately a dozen electives that vary from year to year.

Programme requirements help the MPIA achieve its learning outcomes, allowing students to explore and understand the various academic and practical issues that make up public and international affairs, including institutional contexts and frameworks. Analytical skills are developed by encouraging students to use evidence and theory to analyse policymaking, including exercises that help develop their oral and written communication skills. The language requirement allows students to communicate effectively in both official languages in oral and written communication. The internship requirement allows students to apply the knowledge gained through coursework, giving depth and breadth to this knowledge by exposing them to the practical realities of public and international affairs.

Learning outcomes are all geared to achieving the following MPIA-level expectations: to deepen students' knowledge by exposing them to analytical research/scholarship and practice via the internship experience, and to provide them with the tools required for careers in public and international affairs whether at the practical or the academic level. At the end of the program, students should have an appropriate depth and breadth of knowledge, research and scholarship skills, ability to apply their knowledge, professional capacity, strong communication skills, and an awareness of the limitations to their knowledge. Instructors work with relatively small student groups which allow them to provide appropriate individualized feedback. Furthermore, each student's development is monitored by the GPD and the internship coordinator who meet with them on a regular basis. Students are also encouraged to compete for the program options available to the highest achievers (e.g. double degree program, foreign exchange, major research paper).

Given its structured format geared towards instructing students in the administration of public and international affairs, the curriculum is made to focus specifically on the learning outcomes mentioned above. Our courses develop the policy analysis and research capacity necessary to work in public and international affairs, but also to pursue further advanced studies. The exercises conducted for the courses involve relevant research skills to produce analytical work such as regular briefing notes and a capstone memorandum to cabinet. Indeed, most courses include a research paper component. As an alternative to the Capstone seminar, we offer second-year students in their final semester the option of a major research paper for those who are thinking of doctoral studies or who might wish to do more traditional policy-oriented academic research.

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

Please refer to Appendix II.

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

Standard methods of assessment for Masters students in Public and International Affairs will be used to gauge both oral and written skills: essays, briefing notes, class presentations, team projects, and a paper assessing students' internship experience from both a theoretical and

practical point of view. These assignments will test knowledge of public issues locally, nationally and internationally, research skills, the use of methodologies from various disciplines, critical thinking, and initiative.

**5.4 For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) including a description of how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.**

The dual credential option will be 6 full time terms. Time to completion will be managed through our existing mechanisms and adjusted to include one additional internship term.

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

The mode of delivery of the Dual credential program is the same as for the MPIA, combining lectures, seminar courses, and internships.

## **6. Admission Requirements**

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

To implement the dual degree program, no changes to the basic MPIA admission requirements are contemplated.

Recommendations for admission to the dual degree program will be made through the student's home institution (York or Laval) but the two institutions will agree upon the selected applicants in accordance with their respective admission requirements and procedures.

Candidates must have completed an Honours undergraduate degree program or equivalent (typically a four-year program with full-time enrolment) from an accredited post-secondary institution with a minimum grade point average of B+ in the final two years of study is required. Experience in public sector employment is desirable but not required.

Applicants are required to be proficient in at least one language (English or French) with at least a working knowledge of the other language.

Admission decisions are based on academic performance and linguistic capability, three reference letters, and the applicant's statement of research interests.

**6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.**

## PROFICIENCY OF ENGLISH OR FRENCH

### A. Proof of English language proficiency is demonstrated by:

1. the first language being English; OR
2. completion of at least two years of full-time study at an accredited university in a country (or institution) where English is the official language of instruction, OR
3. a minimum Test of English as a Foreign Language score of 600 (paper based) or 250 (computer based) or York English Language Test score of Band 1 or equivalent.

### B. Proof of French language proficiency is demonstrated by:

1. the first language being French; OR
2. completion of at least two years of full-time study at an accredited university in a country (or institution) where French is the official language of instruction. OR
3. a minimum Test de Français International score of 455 in each of the Listening and Reading sections.

## 7. Resources

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

Courses are given by instructors combining senior-level practical experience with academic achievement. Fulltime faculty members are complemented by Visiting Fellows and Public Servants in Residence who are selected for their experience as leaders in public affairs. General learning outcomes (e.g. ability to engage with public affairs at the local, national, and international levels) are an integral part of courses through assessment exercises that simulate practical activities such as the drafting of briefing notes, the presentation of a memorandum to cabinet and regular oral presentations. Experiential education activities are further promoted by opportunities offered students to participate in teams that compete in national and international simulations. The intention for upcoming years is to begin formalizing in the curriculum the national/international simulation exercises in which students have participated on an extracurricular basis by integrating them in existing 3-credit optional seminars. Professional skills are developed through workshop sessions with our Public Servant in Residence (from the federal government) during Fall and Winter terms.

### **7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.**

Retired faculty members have taught in the program on occasion, depending on how current and relevant is their area of expertise. But no one retiree has taught consistently for us. Since most of our courses are given by full-time faculty members, reliance on contract instructors is slight, but important. For example, a contract faculty administers the internship program. There is no reason to believe that this situation will change with the Dual Credential program.

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

Not applicable.

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

Current facilities suffice.

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

No additional resources will be needed. No additional courses will be mounted for students in the dual program. Both the MPIA and the Maîtrise en affaires publiques have structures in place for arranging and supervising internships. The MPIA will be able to draw upon its several years of experience of the dual degree program with Université de Strasbourg, France. Given the attractiveness of the program, the career prospects it opens, and that fact that only three to four students from each institution are to enter each year, there will be no difficulty ensuring a balance in enrolments.

**7.6 For graduate programs, indicate financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students. Comment on how supervisory loads will be distributed, as appropriate.**

No changes to supervisory loads are expected.

York University students will continue to pay tuition to York while in their year of study at Laval and during both of their internships. As such, they will be eligible for funding from York University during their fall-winter term at Laval. Laval students will be similarly subject to Laval tuition.

**Table 1 – Listing of Faculty**

*For graduate programs:* Identify all full-time faculty, retired faculty, adjuncts and contract instructors who will be appointed to and who will actively participate in delivering the program, as follows:

<b>GSPIA Faculty Members - January 2016</b>	
<b>FULL-TIME</b>	<b>DEPARTMENT</b>
CLARK-KAZAK, Christina	INTERNATIONAL STUDIES
DAWSON, Andrew	SOCIOLOGY
GARON, Francis	POLITICAL SCIENCE
GUTTERMAN, Ellen	POLITICAL SCIENCE
HILDEBRAND, Vincent	ECONOMICS
HODGSON, Louis-Philippe	PHILOSOPHY
LANGLOIS, Suzanne	HISTORY
LAVOIE, Marie	ECONOMICS
MAAS, Willem	POLITICAL SCIENCE
MARTIN, Ian	LINGUIS. & LANG. STUDIES
MARTINEAU, Nicolas-Guillaume	ECONOMICS
McROBERTS, Ken	POLITICAL SCIENCE
MICHAUD, Jacinthe	GENDER & WOMEN'S STUDIES
MONTSION, Jean-Michel	INTERNATIONAL STUDIES
PERIN, Roberto	HISTORY
ROBERGE, Ian	POLITICAL SCIENCE
ROBINSON, Joanna	SOCIOLOGY
OUEDRAOGO, Awalou	INTERNATIONAL STUDIES
<b>MEMBERS EMERITUS</b>	
LESAGE, Marc	SOCIOLOGY
MAHANT, Edelgard	POLITICAL SCIENCE
<b>BMO VISITING FELLOWS / ADJUNCT PROFESSORS</b>	
CHENNOUFI, Miloud	
HICKS, Bruce	
Marie-Lison Fougère	
<b>INSTRUCTORS</b>	
DEMONT, Philip	
SHARMA, Rajeev	
YOUNGER, Arthur	

## Table 2 – Graduate Supervision

*For graduate programs:* Identify the supervisorships of master's major research papers/projects (MRP), master's theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress.

This proposal is for an added credential option to an existing program. The information requested here is not required.

## Table 3 – Research Funding Received by Faculty

***For graduate programs:* Identify the research funding received for each of the past eight years by members who will be appointed to the proposed program. This table is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.**

This proposal is for an added credential option to an existing program. The information requested here is not required.

## 8. Enrolment Projections

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

MPIA student interest in the Dual Credential program is high. Seven out of the current cohort of 18 domestic students have indicated their intention to go to Laval next year. Interest at Laval for the Dual Credential program is strong as the prospect of spending a year in the Canadian metropolis appeals to students there. Informally the Québec government has indicated a willingness to help Laval students with the cost of living in Toronto for one year. If this is the case, the Ontario government is sure to follow suit by helping Glendon students with their stay in Québec City. Since BMO has been a generous supporter of the School of Public and International Affairs, it and other private sponsors will be asked to support scholarships to assist Dual Credential program students.

There is no expectation that enrolments will change significantly. At present, we have a first-year class of 21 (18 domestic; 2 Strasbourg double diplôme; 1 exchange from the Institut d'Études politiques in Paris). What will change is the strengthening of the French language character of the MPIA with the addition of Laval students who will be joining their colleagues from Strasbourg in our program. There should therefore be no strain on existing teaching resources. Since the number of students doing their summer internship will not increase dramatically, the internship coordinator's workload will not be overburdened with the addition of Laval students.

Initially, three to four students in the York program will enter into this option each year. A similar number of Laval students will do the same. They will be chosen among students entering each program on the basis of their academic performance in the MPIA and their linguistic abilities.

## 9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program – **Attached**
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program – **Not applicable**
- University Librarian confirming the adequacy of library holdings and support - **Supporting documents from the Librarian are not necessary for the Dual Credential program since the curriculum remains unchanged.**
- University Registrar confirming the implementation schedule and any administrative arrangements - **Attached**
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate - **Supporting documents are not necessary as Glendon units will be unaffected by the Dual Credential program.**
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate – **Not applicable**

MASTERS IN PUBLIC AND INTERNATIONAL AFFAIRS										
LEARNING	The MPIA is awarded to students who have demonstrated a capacity for:	PIA	PIA	PIA	PIA	PIA	PIA	PIA	ELEC-	MRP Laval
OUTCOMES		6000	6001	6002	6003	6100	6200	6400	TIVES	
1. Depth and Breadth of Knowledge	a. concerned and respectful leadership	X	X			X		X		X
	b. approaching public issues from a multidisciplinary and multi-dimensional perspective	X	X	X	X	X	X	X	X	X
	c. grasping theories relevant to public issues	X	X	X	X		X		X	X
	d. identifying key public issues in Canada at the national, provincial, and local levels	X	X	X		X	X	X	X	X
	e. identifying key issues in international affairs including those related to economics and trade			X			X	X	X	X
	f. understanding the role of governments, non-governmental and supra-national institutions	X	X	X	X	X	X	X	X	X
	g. cooperative work habits				X	X		X	X	X
	h. self-reliance and independent and original thinking	X			X		X	X	X	X
	i. respecting various expressions of diversity		X				X	X	X	X
	j. understanding issues of social justice at the local, national and international level		X	X			X		X	X
	k. considering the ethical dimensions of public issues	X	X	X	X	X	X	X	X	X
2. Knowledge of Methodologies	a. appreciating the plurality of methodologies	X	X	X	X				X	X
	b. applying the appropriate methodology to specific problems	X	X	X	X	X	X	X		X
	b. using quantitative and qualitative methods in gathering and analysing data	X	X	X	X	X			X	X
	c. an awareness of issues and techniques of public management	X	X		X	X	X	X	X	X
	d. preparing briefing notes and memos to cabinet	X	X			X	X	X		X
	e. acquiring techniques of management including data analysis	X	X	X	X	X		X	X	X
3. Level of Application of Knowledge	a. effective application of theories, models, and techniques to day-to-day reality in Canada and abroad	X	X	X	X	X	X	X	X	X
	b. knowing how to find, compile, assess, and apply relevant information on specific questions	X	X	X	X	X	X	X	X	X
	c. integrating quantitative data in policy assessments and recommendations			X	X				X	X
	c. adjusting to changed environments	X	X	X			X		X	X
	d. contextualizing new information and situations				X		X		X	X
	e. assessing the pertinence of new theories or vogueish currents of thought	X	X		X		X		X	X

	f. creative approaches to complex questions	X	X	X	X	X	X	X	X	X	X
<b>4. Awareness of Limits of knowledge</b>	a. appreciating the limits of human understanding and one's own strengths and weaknesses in this regard				X		X	X	X	X	X
	b. appreciating the constraints on public issues at the local, national, and international level	X	X	X	X	X	X	X	X	X	X
	c. developing a respect for different systems, behaviours and approaches						X	X	X	X	X
	d. developing a realistic appreciation of one's own skills and shortcomings	X	X	X	X	X	X	X	X	X	X
	e. challenging one's own thinking and understanding the impact one's behaviour has on others	X	X	X	X	X	X	X	X	X	X
	f. appreciating the role of risk, uncertainty and ambiguity in decision-making and implementation	X	X	X	X	X	X		X		X
<b>5. Level of Communication Skills</b>	a. advanced written and oral skills in both official languages	X	X	X	X	X	X	X	X	X	X
	b. communicating concisely and effectively with decision makers in their language	X	X			X	X	X			X
	c. attentiveness to opposing points of view or diverse opinions	X	X		X		X	X	X	X	X
	d. adapting communication to appropriate audiences						X	X	X		X
	e. working as a team to draft policy						X	X	X		X
<b>6. Autonomy and Professional Capacity</b>	a: original and independent thinking	X	X	X	X	X	X	X	X	X	X
	b. responsible and ethical leadership	X	X	X		X	X	X	X	X	X
	c. social awareness of one's professional work	X	X	X		X	X	X	X	X	X
	d. transferring skills to different situations and environments				X		X	X	X	X	X
	e. recognizing one's career interests and goals	X	X			X	X	X	X		X
	f. acknowledging the importance of continuing professional development	X	X	X	X	X	X		X		X



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UNIVERSITAIRE  
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June 9, 2015

Dean Barbara Crow  
Faculty of Graduate Studies  
York University

Re: Proposed MPIA-MAP Dual Degree

Dear Dean Crow:

I am pleased to support the proposal to establish a dual degree program between York University's Master's in Public & International Affairs and the Maîtrise en affaires publiques of Université Laval.

Under the MPIA-MAP, York University students would pursue their first year of study in the MPIA and their second year of study in the MAP at Laval. Beyond the summer internship required for the standard MPIA, they would pursue an additional summer internship at the end of the second year. This would give them experience with the public services of both Ontario and Quebec. Students would also take an additional three credit course during their first year in the MPIA.

By combining study at two of Canada's leading universities and experiential education with Canada's two largest public services, this new option would offer a unique opportunity to MPIA students. They would be conducting their studies and their internships in each of Canada's two official languages and would gain first-hand knowledge of the governments and societies of Canada's largest two provinces. Upon graduation, students would be ideally equipped, academically, linguistically and experientially, to serve in Canada's federal and provincial public services as well as to assume positions in national media and non-governmental organizations.

The MPIA-MAP would fall within a global trend to dual degree programs. Several leading North American universities, including the University of British Columbia, have already established such programs. Building upon the MPIA's dual degree program with the University of Strasbourg, the MPIA-MAP would help to consolidate York University's position as a leader in innovative partnerships with universities in Canada and around the world.

At the same time, the MPIA-MAP would reinforce York's distinction as home to Canada's only fully bilingual university campus: Glendon. Through it, York would help to address Canada's chronic needs for fully bilingual public leaders.

I am pleased to offer my full support to this proposal.

Sincerely,

Donald Ipperciel  
Principal



**York University**  
**Faculty of Liberal Arts and Professional Studies**

**Proposal for the Creation of a  
Minor Program in  
Human Resource Management  
in the School of Human Resource Management**

*Prepared by Christa Wilkin*  
*Chair, Curriculum Committee*

**Submitted: December, 2015**

## **1. Introduction**

The School of Human Resource Management (hereinafter called SHRM) proposes to create a minor program in Human Resource Management (HRM) to commence in the F/W 2016-17 academic year.

SHRM was established in 2009 as a unit within the Faculty of Liberal Arts and Professional Studies. The Bachelor of Human Resource Management (BHRM) and the Master of Human Resource Management (MHRM) degrees were previously administered through the School of Administrative Studies, with HRM as one concentration. The BHRM degree was launched in 2001, the MHRM in 2004, and the PhD in HRM in 2006. SHRM boasts one of the largest teams of faculty working in HRM-related areas in a single unit in Canada (13 full-time and 4 cross-appointed faculty members as of July 1, 2015). SHRM's full-time faculty have Ph.D degrees in subjects ranging from psychology, business, HRM, law, organizational behaviour, and industrial relations, creating a truly inter-disciplinary academic program and environment.

SHRM is a national leader in the development of courses and programs in HRM-related subject areas, including courses in introductory HRM; occupational health and safety; training and development; employment and labour law; industrial relations; human resource planning; leadership and management skills; employment equity and diversity; recruitment, selection, and performance; compensation; organizational behavior and development; international HRM; and negotiations. The courses are unique, varied and relevant to individuals who are pursuing careers in business, management, HRM, or industrial relations, or considering further studies in business, psychology, industrial relations, law or other related areas.

Many management positions require knowledge or expertise in subject areas falling within SHRM's fields of expertise. A minor in HRM will permit York students from other units to have exposure to these key areas and acquire important fundamental knowledge of the field. It will make students more marketable to employers. For students interested in a career in HRM-related areas, completion of the courses that comprise the minor will satisfy the requirements for the leading professional designation in HRM, the Certified Human Resource Professional (CHRP).

## **2. General Objectives of the Program**

The objectives of the minor program in HRM are to provide a broad range of students coming from a number of departments, programs and faculties with core knowledge of HRM scholarship. Students will gain fundamental knowledge of subject matter falling within SHRM's expertise, learn about diversity and inclusion issues, which are relevant to Canada as a whole, and to an increasingly global world, and gain an understanding of legal and relational environments of workplaces, particularly in Ontario. Students who pursue a minor in HRM will also graduate with the required courses to seek accreditation to obtain the CHRP designation. The minor program will provide the skill set required by students who aspire to pursue graduate degrees in HRM-related fields and those seeking HRM knowledge in their workplace settings.

The minor program in HRM complements the general objectives of the University and Faculty missions and academic plans through increased access, learning in a globalized environment, innovative and dynamic curriculum, multi-disciplinary learning and scholarship, and critical intellect.

The implementation of such a program is also consistent with our IIRP institutional objectives in the area of high quality academic programs to enhance the quality of our academic program and potentially help to mitigate declining enrolment by attracting students who wish to major in other programs, yet have an interest in human resources as a minor.

Students who take the courses in the minor program in HRM will increase their understanding of scientific methods used in HR to reduce bias, how to operate in a fair manner that adheres to legislation, and adding value to organizations through a strategic partnership.

### **3. Need and Demand**

The BHRM has grown significantly since its inception in 2001 when there were 161 students in the program; by 2013 there were over 800 enrolled. SHRM has the advantage that our programs are well known in both Canada and abroad. While other universities may have similar degrees, SHRM offers the most comprehensive variety in course offerings. Our direct competitors are the provincial universities (e.g., McMaster, University of Toronto, Queen's University, Ryerson University, etc.) with programs in HRM and industrial relations, and to a lesser extent, the various colleges (e.g., Seneca, Sheridan, George Brown and so forth) that offer degree and certificate programs.

Similar programs that cover some HRM aspects are offered in other areas of the university, but what distinguishes SHRM is that it is a Canadian leader in the development of courses in human resources, taking an innovative and incisive approach in a fresh and dynamic learning environment. We are striving to develop a reputation for programs and curricula pertinent to the dynamic challenges of a globalized environment in a way that will enhance our reputation among, and responsiveness to, the needs of our various stakeholders. It is our intent to be known as a state-of-the-art, twenty-first century School of HRM with a global reputation for quality and relevance.

We currently offer a professional certificate in Human Resources Management, which students can take concurrently or consecutively, but students often need to take an extra semester to complete the certificate. A minor program will give students more flexibility and enable them to graduate in a more timely fashion.

Given the popularity and demand of these programs, we anticipate that more educational institutions will be developing and expanding HRM-related offerings in the near future. SHRM faculty are constantly scanning the market for opportunities and we believe that the future viability of our programs rests on pedagogical delivery quality, continuous improvements to course content and offerings, cutting edge and relevant research, and internationalization efforts in reaching students and faculty audiences abroad.

The need for a minor program in HRM is consistent with labour market opportunities. According to Service Canada<sup>1</sup>, the prospects for HRM positions are good and there is a high demand for HRM specialists. The outlook for HRM graduates is bright, despite the significant increase in the number of graduates between 2001 and 2009 from 20% to 60%. Service Canada concludes that the labour market demand for HRM graduates is stronger than that for bachelor graduates as a whole, with more opportunities to become available in the future due to changes in legislation and the importance of training. There has been a sharp increase in the number of HRM specialists over the past few years due to growing global competition, increased labour market complexity, and employee productivity requirements. HRM professionals are employed in various industries, with just less than one-third in public administration, but are concentrated in large companies. Given the increased need for fundamental HRM knowledge, and disconnect between HRM research and practice of HRM in organizations, there is a high demand from organizations and interest from students to obtain a minor in HRM.

The plan to develop a minor program in HRM was well received by the reviewers of our recent Cyclical Program Review, who were delighted to hear about our proposed curriculum changes.

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<sup>1</sup> [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/1121.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/1121.shtml)

## **4. Program Content and Curriculum**

### **4.1 Program Description**

The proposed minor program in HRM is composed of existing courses that are consistently offered on a yearly basis, and when combined provide a pedagogic progression of knowledge from second through fourth year, although a student could easily complete the minor in two years.

### **4.2 Required Courses**

The minor in HRM comprises at least 30 credits including the following required courses (30 credits):

#### **AP/ADMS 1000 3.00 Introduction to Administrative Studies<sup>2</sup>**

This course provides an overview of the context within which modern organizations operate. The course will examine the development of organizational and managerial theories. A number of contemporary issues and the organizational responses will be discussed.

#### **AP/ADMS 1500 3.00 An Introduction to Accounting: The Analysis and Use of Financial Information**

An introduction to accounting covering basic concepts in financial accounting, managerial accounting and finance and their interrelationships.

#### **AP/ADMS 2400 3.00 Introduction to Organizational Behaviour<sup>3</sup>**

Introduces concepts of individual and group behaviour as they affect performance in organizations. Topics covered include motivation, communication, decision-making, leadership and structural issues. Lectures and case discussions are employed to develop theoretical models and illustrate their use.

#### **AP/HRM 2600 3.00 Human Resources Management (Crosslisted to: AP/ADMS 2600 3.00)**

This course examines a number of issues in Canadian human resources management including: human resources planning, recruitment, selection, performance appraisal, industrial relations, and training and development.

#### **AP/HRM 3400 3.00 Occupational Health and Safety (Crosslisted to: AP/ADMS 3400 3.00, HH/HLST 3240 3.00)**

Covers federal and provincial occupational health and safety legislation, hazard identification and control, physical agents, chemical agents, socio-psychological aspects of health and the management of safety programs.

#### **AP/HRM 3410 3.00 Training and Development (Crosslisted to: AP/ADMS 3410 3.00)**

Covers the corporate training process of needs analysis, objective setting, programme design, adult education, equity in training, methods and evaluation, as well as alternatives to training and the role of stakeholder.

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<sup>2</sup> Prerequisite for HRM 2600, HRM 3400, HRM 3410

<sup>3</sup> Prerequisite for HRM 3410 and HRM 3422

### **AP/HRM 3422 3.00 Industrial Relations** (Crosslisted to: AP/ADMS 3422 3.00)

This course examines the history of unions, the nature of the industrial relations systems including the legal framework, the social psychological climate, contract negotiation and administration. Ideologies and trends are discussed.

### **AP/HRM 3430 3.00 Human Resources Planning** (Crosslisted to: AP/ADMS 3430 3.00)

This course provides students with an understanding of the personnel planning process, the qualitative and quantitative techniques used in forecasting personnel requirements, and feasible solutions to shortages or surpluses.

### **AP/HRM 3470 3.00 Recruitment, Selection and Performance Appraisal of Personnel** (Crosslisted to: AP/ADMS 3470 3.00)

This course enables the student to identify the appropriate recruiting methods for locating and attracting different types of candidates, explains the key steps in the selection process, evaluates the validity of various selection techniques and describes various performance appraisal methods.

### **AP/HRM 3490 3.00 Compensation** (Crosslisted to: AP/ADMS 3490 3.00)

This course provides the student with an understanding of the objectives of a compensation program; the process and techniques of wage and salary determination; issues and problems in incentive systems, benefits and services and the management of these programs.

## **4.3 Class Sizes**

In SHRM, second-year courses (e.g., HRM 2600) are capped at 150 students per section and third year level courses (e.g., HRM 3410) are capped at 80 students per section. Enrollment in ADMS 1000 (Introduction to Administrative Studies) ranges between 70 to 125, enrollment in 1500 (Introduction to Accounting) is between 125 to 150, and ADMS 2400 (Introduction to Organizational Behaviour) is capped at 100.

## **5. Program Structure, Learning Outcomes and Assessment**

The minor consists of core requirements of introductory courses to administrative studies, accounting, organizational behaviour, and human resource management, combined with a set of core courses at the third year. Traditional face-to-face class and fully online/blended courses are available for students to learn at their own pace or tailor the academic year that best suits them, which gives students the flexibility to complete the minor program.

See Appendix 2 for degree-level expectations, program learning objectives, and the appropriate degree requirements and assessments.

## **6. Admission Requirements**

Students must have completed 30 University credits or the equivalent and maintain honours standing for major/minor combinations.

## 7. Resources

This minor will require no new resources. All of the required courses are offered on a yearly basis, normally with full-time faculty, and on occasion by CLAs and contract faculty.

### 7.1 Areas of Strength and Expertise of the Faculty

As of July 1, 2015, SHRM has 13 full-time faculty members from diverse academic backgrounds, including two contractually limited appointment lecturers, plus four faculty members who are cross-listed. All full-time faculty members have PhDs in management, business, organizational behavior, psychology, law or other relevant field and are active researchers. SHRM also utilizes part-time faculty members, many of whom have at least a Master's or law degree and are active professionals. A summary of our full-time faculty members is provided in Table 1.

**Table 1 – Listing of Faculty**

<b>Faculty Name &amp; Rank</b>	<b>Home Unit</b>	<b>Area(s) of Specialization</b>
Marie Helene Budworth, Associate Professor	SHRM	HRM
Christopher Chan, Associate Professor	SHRM	HRM
Sabrina Deutsch Salamon, Associate Professor	SAS	Management
David Doorey, Associate Professor	SHRM	Law, Industrial Relations
Mary Jo Ducharme, Associate Professor	SHRM	HRM
Souha Ezzedeen, Associate Professor	SHRM	HRM
Len Karakowsky, Full Professor	SAS	HRM
Soosan Latham, Sessional Assistant Professor	SHRM	HRM
Ken McBey, Full Professor	SHRM	HRM
Steve McKenna, Full Professor	SHRM	HRM
Mark Podolsky, Sessional Assistant Professor	SHRM	HRM
Julia Richardson, Associate Professor	SAS	HRM/Management
Amanda Shantz, Assistant Professor	SHRM	HRM
Parbudyal Singh, Full Professor	SHRM	HRM
Jing Wang, Associate Professor	SHRM	HRM
Christa Wilkin, Assistant Professor	SHRM	HRM
Jelena Zikic, Associate Professor	SHRM	HRM

The School of Human Resource Management enjoys several strengths, including:

- ⇒ **Energy of the faculty body:** The SHRM includes a significant proportion of highly prolific faculty in terms of scholarly output and research funding success. SHRM professors have been recognized for excellence in teaching at both the unit and the faculty levels.
- ⇒ **Quantity and Quality of research publications:** Without exception, all faculty members of SHRM are actively involved in research, publishing in respected journals, and presenting at leading conferences in Canada and globally. Of special significance, the full-time faculty in SHRM have published more than 100 refereed journal articles over the past five years which gives SHRM the highest per capita publication ratio.
- ⇒ **Breadth and diversity of research:** The areas of research of SHRM faculty indicate an impressive diversity and are undertaken within the range of ontological, epistemological, and methodological perspectives. We have full-time faculty expertise in all areas of HRM specialization, including but not limited to: career management, compensation, corporate social responsibility, critical management studies, gender and diversity, global HRM, organizational psychology, industrial relations, labour and employment law, labour economics, legal

governance theory, recruitment and selection, strategic HRM, training and development, and work-nonwork issues.

- ⇒ **A national leader in HRM programs:** As noted previously, SHRM is a national leader in developing courses and programs in HRM-related subject areas.

## **7.2 Anticipated Role of Retired Faculty and Contract Instructors**

As of 2014, the majority of the sections of courses that would be included in the minor were taught by full-time faculty members. Retired and contract faculty will play a minor role in the program.

## **7.3 Capacity for Supervision of Experiential Learning Opportunities**

The School believes in the value of experiential education within the classroom and will continue its commitment to experiential education projects, experiential teaching pedagogies, and case competitions. Most of the courses that we offer have some aspect of experiential education.

Faculty members utilize a variety of innovations in the content and delivery of the program, such as:

- Integrating experiential learning, which requires teams of students to diagnose an issue in a real life organizations and recommending evidence based solutions.
- Using case studies to illustrate class concepts and issues.
- Using structured class debates and discussions around controversial issues to engage students intellectually and effectively.
- Using social networking sites such as LinkedIn, Twitter, and Facebook to engage students in different forms of learning.
- Utilizing corporate training games that weave into various course-related themes.
- Utilizing technology in the classroom, including through blogs, wiki pages, smart phone apps, and Second Life virtual simulations

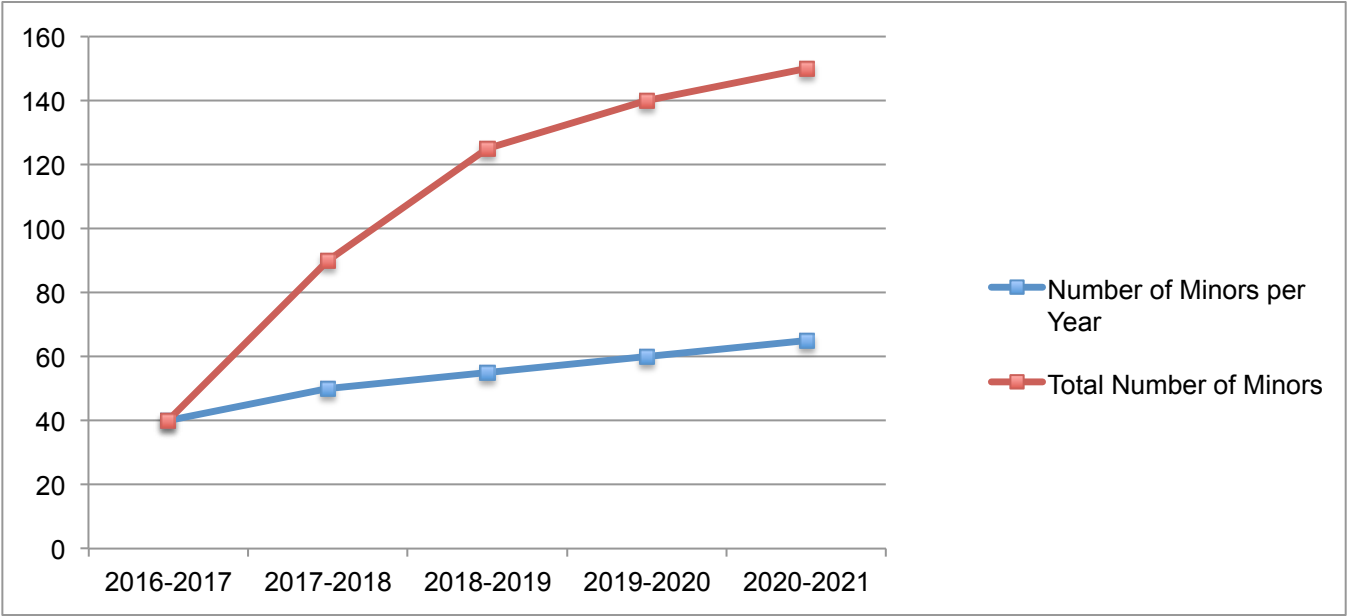
## **8. Enrolment Projections**

Based on current interest and the number of minors, we project an initial enrollment of 40 to 50 students per year starting F/W 2016-17 and steadily increasing to total minor program enrolments of 150 students by F/W 2020-21 (see Figure 1).

## **9. Support Statements**

Please see the appended letters of support.

**Figure 1 – Enrolment Projections**



## Appendix 2 - HRM Degree-Level Expectations for Minor Program

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>1. Depth and Breadth of Knowledge</b>	<p>General knowledge and understanding of the theory, assumptions, and methodologies that inform the study of HRM; this includes knowledge of the foundational disciplines upon which HRM has been developed.</p> <p>An understanding of the interdisciplinary nature of the field and how to critically think about HRM issues from a range of perspectives.</p> <p>Critical thinking and analytical skills both within and outside of HRM.</p>	<p>Understand the practice of HRM as rooted in theoretical knowledge and scientific principles.</p> <p>Use theory to understand why people behave the way they do in the context of work and the implications of organizational policies on individual workers, teamwork and the overall organization.</p> <p>Articulate both in writing and verbally the fundamental approaches to managing people at work</p> <p>Demonstrate knowledge of the 'leading edge' evidence based practices within HRM and, again, link these practices to a theoretical understanding of the relationship between individuals and work</p>	<p><b>AP/HRM 2600 3.00 Human Resources Management</b> – midterm and final exam where students have to demonstrate a broad understanding of the scope of the field</p> <p><b>AP/HRM 3422 3.00 Industrial Relations</b> – midterm and final connecting HRM to issues in policy, politics, and law</p> <p><b>AP/HRM 3490 3.00 Compensation</b> – applied project connecting the practice of HRM to the theory of HRM</p> <p><b>AP/HRM 3470 3.00 Recruitment, Selection and Performance Appraisal of Personnel</b> – applied projects that encourage students to gain an awareness of the connection between individuals and the work in which they are involved</p>

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>2. Knowledge of Methodologies</b>	<p>A clear understanding of the methods and approaches used to evaluate and interpret knowledge within HRM.</p> <p>An understanding of the variety of ways in which knowledge is tested in HRM and the assumptions that underlie these approaches.</p> <p>The ability to evaluate and discriminate between various HRM techniques and present clear arguments supporting the application to HRM practice</p>	<p>Establish a clear step by step method for the evaluation of HRM</p> <p>Use HRM methods to evaluate HRM practices as described in cases or by various course materials; be able to apply these skills to 'live' examples within organizational contexts</p> <p>Be able to read and consume HRM research literature in order to serve as a bridge between the science of HRM and the practice within the field</p>	<p><b>AP/HRM 3470 3.00 Recruitment, Selection and Performance Appraisal of Personnel</b> – midterm, final exam, and experiential activities within the class; students learn and practice skills related to the analysis and evaluation of HRM issues</p> <p><b>AP/HRM 3430 3.00 Human Resources Planning</b> – through analysis of cases students link HRM practices to large scale outcomes that affect groups and organizations</p> <p><b>AP/HRM 3490 3.00 Compensation</b> – students use quantitative and qualitative research methods to “audit” HRM/compensation practices in organizations and make recommendations for change</p>

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>3. Application of Knowledge</b>	<p>Apply the concepts and ideas learned in class to 'real world' situations in HRM</p> <p>Link the application to theoretical concepts that underlie the discipline</p> <p>Link HRM to other organizational functions and strategies.</p> <p>Be critical consumers of HRM able to distinguish between a practice rooted in 'science' and a fad</p>	<p>Clearly differentiate between HRM practices that are informed by the science of HRM and those that are not; make decisions regarding the application of HRM practices informed by knowledge of theory and methods of evaluation</p> <p>Logically articulate both in writing and orally how to critically evaluate and assess HRM practices</p>	<p><b>AP/HRM 3410 3.00 Training and Development &amp; AP/HRM 3470 3.00 Recruitment, Selection and Performance Appraisal of Personnel</b> – through mini cases and assignments students learn to evaluate HRM practices. Evaluation includes assessing the utility of the practice and the potential for achieving the proposed outcomes</p> <p><b>AP/HRM 3400 3.00 Occupational Health and Safety</b> – through presentations, assignments, quizzes, midterm and exam, students demonstrate understanding and applications of concepts of occupational, health and safety in the workplace.</p>

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>4. Communication Skills</b>	<p>The ability to present a clear set of arguments both orally and in writing.</p> <p>Clarity of thought such that arguments are well structured, considered, and well-articulated.</p> <p>Can clearly communicate ideas to a range of stakeholders including academics, practitioners, and other individuals within the business community.</p>	<p>Explain orally all of the arguments and considerations made in order to reach a decision or recommendation</p> <p>Clearly write in both an academic (essay) format and a non-academic (executive summary) format the rationale and support for a decision or recommendation.</p> <p>Build a set of arguments in support of a decision or viewpoint. Anchor these arguments in a scholarly or academic perspective</p>	<b>AP/HRM 3410 3.00 Training and Development</b> – Students are required to present repeatedly to the class in order to practice and improve their oral presentation skills

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>5. Awareness of Limits of Knowledge</b>	<p>An awareness of the complexity of human behaviour and the relationship between individuals and their environments.</p> <p>An understanding of where the limits of our understanding in HRM and the ability to ask appropriate questions.</p>	<p>Understand that individuals and organizations do not always behave in ways that are 'intuitive' or 'predictable'</p> <p>Know that HRM provides us with theoretical and empirical knowledge that helps us to understand the complex relationship between individuals and organizations</p> <p>Appreciate that our knowledge is highly context dependent and that complex environments require close consideration; students will know when to ask questions and have the appropriate skills to conduct additional research to understand the complexities of the local situation</p>	<p>3000 level courses – students learn to question the current practice of HRM and understand the limitations of the current research; they learn to be critical consumers of HRM ideas</p>

	<b>a) Degree-Level Expectation</b> <i>This degree is awarded to students who have demonstrated the following:</i>	<b>b) Program Learning Objectives (with assessment embedded in outcomes)</b> <i>By the end of this program, students will be able to:</i>	<b>c) Appropriate Degree Requirement &amp; Assessment</b> <i>Align courses and assessment methods/activities with the program learning objectives.</i>
<b>6. Autonomy and Professional Capacity</b>	<p>Acquired all of the skills and knowledge required to operate as a HRM professional within Canada</p> <p>Understand the ethical implications and responsibilities associated with their role</p> <p>Possess the intellectual independence required for ongoing professional development</p>	<p>Complete the suite of courses within the 'core' of the degree with good academic standing thereby demonstrating an awareness of the breadth of knowledge associated with the profession and meet the knowledge requirements to write the exams for professional certification</p> <p>Behave in a manner that is consistent with the academic standards of the university; understand the ethical implications of various decisions within the practice of HRM</p> <p>Be able to identify emerging issues in the field of HRM</p>	<p>3000 level courses – represent the scope of the professional competencies deemed critical for the practice of HRM; through assignments, midterms, and assignments students demonstrate an understanding of the core knowledge within the field</p>

## Memorandum

To: Whom It May Concern

From: Kim Michasiw,  
Vice Dean

Date: December 30, 2015

Subject: Approval of a New Minor in Human Resources

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On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the School of Human Resources Management Studies for a Minor in HR.

The proposed program is timely, and is entirely aligned with the Faculty's strategic direction of "crossing the ampersand," that is, of developing programs that persuade students majoring on either the Liberal Arts or the Professional Studies side to adopt a minor on the other side.

The Minor in HRM--like the Marketing Minor and the Business Minor offered by the School of Administrative Studies--will allow students majoring in the liberal arts to obtain a business-related credential that will help to distinguish their capacities when they graduate and enter the employment market. The Faculty is committed to the idea that studies in the liberal arts provide our students with any number of skills that are transferrable to the world of work, but recognizes that the greatest challenge many such students face is getting the first position that will allow them to employ and display these skills. An English major with a minor in HRM is perhaps more likely to get that first position and to shine therein. The program is also designed in such a way that those who complete the minor in HRM will graduate with the required courses to seek accreditation and obtain the CHRP designation. In the credentializing world in which we live, opening this door is essential. (It should be remarked that the need for students to cover in its 30 credits the courses required for accreditation is the reason that the minor does not include any courses at the 4000-level.)



The enrolment projections appear realistic, if perhaps shaded toward the optimistic. All of the courses included in the minor are offered in multiple sections—most often with an on-line section included—in all three terms. There is sufficient space in each of the courses to allow for the enrolment of the comparatively small numbers envisioned without the need for additional sections. Should students wish to enroll at a rate markedly above that projected, access may be controlled at the point of entry—though the School might wish to employ that demand as a rationale for increased resources.

I thank the proponents for the diligence and care with which they have created the program, and trust that it will be of serve both to our social science and humanities students and the School of Human Resources Management. Both ought to be opened by the opportunity afforded.

## Major Modifications

### Addition of a 90 credit BA in Digital Media

1. **Program:** Digital Media, Lassonde School of Engineering and School of the Arts, Media, Performance and Design
  2. **Degree Designation:** BA
  3. **Type of Modification:** Addition of a Digital Media BA
  4. **Effective Date:** September 2016
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#### 5. Provide a general description of the proposed changes to the program.

This proposal adds a Digital Media Bachelor of Arts (90 credit) to the existing Digital Media Specialised Honours Bachelor of Arts (120 credits).

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

This 90-credit degree is designed specifically as a delayed-entry program for students who have been admitted to the Digital Media Specialised Honours Bachelor of Arts program, have completed at least 24 credits at York and, for various reasons, are unable continue in the Honours degree. The proposed 90-credit option is constructed to mirror the requirements of the first three years of the Honours program to allow maximum flexibility for students moving between the two programs.

The current program in Digital Media exists only as an Honours degree program. Despite the specific reasons for the establishment of the program on these terms, Honours-only programs present a number of minor but persistent obstacles to retention and to positive student experience. By creating a 90-credit degree option, we endeavour to create greater flexibility for current majors who may be adversely affected by Honours-only regulations.

These students fall into four categories:

1. Students who have maintained Honours Standing, completed 90 credits and wish to graduate with a 90-credit Bachelor of Arts degree.
2. Students who have fallen below Honours Progression but wish to improve their standing and return to the Specialised Honours program. Such students are “exited” by the Academic Decision process and find themselves without a suitable program to turn to. Under Senate legislation, such students have the right to retake courses to improve their grades. Regardless of the program they change to (if they stay at York), it can be difficult for non-DM students to enrol in EECS courses, due to CAS filters. As a result, students are often not able to enrol in these courses. Being enrolled in a 90-credit version will eliminate exclusions and allow students to enrol in the courses they need.
3. Students who have fallen below Honours Progression but wish to graduate with a degree in Digital Media rather than being required to retake courses or select another program. Such students can transfer into the 90-credit program and graduate with the degree of their choice.
4. Students who have been required to withdraw for a year as a result of academic struggles. Under current practice such students cannot return as Honours students, which may discourage

them from returning to York and instead seek admission elsewhere.

This program will be offered by both AMPD and LSE.

Please see requirements diagram appendix for a picture of Digital Media programs as they would exist with the proposed Digital Media Game Arts stream and a 90 credit BA.

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

This program aligns well with University priorities that include providing curricular opportunities for all students, recognizing that not all will graduate with honours.

The UAP identifies the key importance of maximizing graduate and undergraduate resources in support of academic activities in a time of financial constraint, together with the articulation of strategic priorities and processes to direct resources to those priorities. By keeping Digital Media students in the program of their choice instead of needing to transfer to another program, students will be able to remain focussed on their program reducing the strain on advising resources and providing more stability in course enrollments.

In accordance with the UAP's commitment to demonstrably enhancing student experiences and student success for our undergraduate students, this program provides additional choice for students within their chosen field for the reasons articulated in the rationale above.

This program addresses the UAP priority to create and enhance communities (both in person and virtual) within and beyond the University, by allowing students to remain a part of the, already strong, Digital Media community with a broader set of programs.

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

See DLE PLO appendix.

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

This proposal was prepared by the Digital Media Program Council which has equal representation from both the Lassonde School of Engineering and the School of the Arts, Media, Performance and Design.

In terms of impact, this program will strengthen and enhance student experience as students will remain in their area of interest as opposed to having to transfer to another area.

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

This is not a direct entry program.

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

There are no significant resource implications. Enrollments in 2000 and 3000 level course enrollments will most likely be more consistent as students have the option of choosing this program for one of the reasons given in the rationale.

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

There are no changes in mode of delivery.

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

There are no changes in assessment of teaching and learning.

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

Not applicable.

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

Digital Media Bachelor of Arts

- FA/DATT 1000 6.0; FA/DATT 1100 3.0; FA/DATT 2050 3.0; FA/DATT 2100 3.0; FA/DATT 3700 6.0;

- one of the following pairs of courses: FA/DATT 2000 3.0 and FA/DATT 2010 3.0; OR FA/DATT 2500 3.0 and FA/DATT 2501 3.0;

- LE/EECS 1012 3.0; LE/EECS 1710 3.0; LE/EECS 1720 3.0; LE/EECS 1019 3.0; SC/MATH 1025 3.00; LE/EECS 2030 3.0; LE/EECS 2011 3.00;

- three credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00;

- 3.0 credits in AP/COMN or SC/STS at the 3000 level or above; \*

- 6.0 credits from: FA/DANC 1900 3.0, FA/FILM 1900 3.0, FA/MUSI 1900 3.0, FA/THEA 1900 3.0, FA/VISA 1900 3.0, FA/YSDN 1900 3.0; \*\*

- 6.0 credits chosen from: FA/DATT 3200 3.0; FA/DATT 3300 3.00; FA/DATT 3930 3.00, FA/DATT 3931 3.00, FA/DATT 3935 3.00, FA/DATT 3938 3.00, FA/DATT 3940, FA/DATT 3941.

\* These six credits can be used to satisfy the social science general education requirement.

\*\* These six credits can be used to satisfy the humanities area general education requirement.

## **Digital Media BA Program, School of the Arts, Media, Performance and Design, Lassonde School of Engineering Degree Level Expectations and Program Learning Outcomes**

The Digital Media BA is one of the suite of programs offered under the Digital Media Umbrella. This includes the Specialised Honours in Digital Media and its three streams: Digital Media Development, Digital Media Arts and Digital Media Game Arts. As well, an Honours Minor in Computational Arts and Technology are offered through AMPD. This set of unique cross-Faculty (School of the Arts, Media, Performance and Design and Lassonde School of Engineering) programs prepares students in both STEM (science, technology, engineering, math) and creative practices in electronic and computational media.

As digital media is a relatively new field, the term remains broad and has no standard definition. Within this broad umbrella, Digital Media programs at York have their own interpretation and implementation of the term. For us, Digital Media includes representation of information in digital forms, communications through digital media, digital media artwork creation, media algorithms, media software development, creative programming, computer graphics, animation, interactive systems, games, and experiences including mobile and ubiquitous scenarios.

	<b>Degree Level Expectations</b> This degree is awarded to students who have demonstrated the following:	<b>Program Learning Outcomes</b> By the end of this program, students will be able to:	<b>Appropriate Degree Requirement &amp; Assessment</b> Align courses with the Program Learning Objectives.
<b>I . Depth and breadth of knowledge</b>	<p>a. Understand and explain the key concepts, technologies, and practices in the evolving field of Digital Media as it is implemented in this program. This includes digital media representation, communications through digital media, digital media artwork creation, physical computing, algorithms and software development, computer graphics, interactive systems, database systems and computer networks.</p> <p>b. Understand and explain how the integration of computation within Media Arts forms the historical context, theoretical approaches and practices of Digital Media.</p> <p>c. Gather, review, evaluate, and interpret information relevant to the Digital Media field, in particular with respect to the impacts of the field on culture and society and vice versa. This includes understanding the benefits of critical discourse within practice, demonstrated through an ability to critique students' own projects as well as others'.</p> <p>d. Understand and explain aspects of current research in the field of Digital Media.</p>	<p>Analyze and critically engage with Digital Media related computing, integrating theory, practice and research.</p> <p>Demonstrate fluency in a range of programming languages and creative coding systems.</p> <p>Demonstrate critical understanding of Digital Media in its cultural context.</p> <p>Work within a collaborative team to realize a project.</p> <p>Acknowledge and work with personal strengths and limitations and be able to apply creative and technical abilities in a variety of contexts.</p>	<p>EECS courses focused on core principles and methods of Digital Media related computing, which includes EECS 3.0 courses, such as Discrete Mathematics for Computer Science (EECS 1019), Advanced Object Oriented Programming (EECS 2030).</p> <p>Both EECS and AMPD courses develop skills in programming with EECS courses focussing on more traditional languages including Java and C (EECS 1xxx-4xxx), and AMPD courses on creative coding systems including Max, Processing, JavaScript, and OpenFrameworks (DATT 1xxx-4xxx).</p> <p>AMPD courses combining theory and practice, which includes AMPD courses, such as Introduction to Interactive Digital Media (DATT 1000).</p> <p>Overall progression of courses which develops complementary arts and computing skills coupled with critical analysis, which includes EECS courses, such as Introduction to Computer Science (EECS 1012) and Building Interactive Systems (EECS 1720); and AMPD courses such as Media Signal Processing (DATT 2935) and Physical Computing I (DATT 2000).</p> <p>DATT and AMPD studies (i.e. theory/history) courses throughout the program, as well as COMN/STS courses. Students select from a menu of COMN/STS courses that includes, COMN courses such as Feminist Perspectives on Media &amp; Technology (AP/COMN 3393) and Theoretical Perspectives on Interactive Media (AP/COMN 4301).</p> <p>Major requirements, general education requirements, electives.</p>

	<b>Degree Level Expectations</b> This degree is awarded to students who have demonstrated the following:	<b>Program Learning Outcomes</b> By the end of this program, students will be able to:	<b>Appropriate Degree Requirement &amp; Assessment</b> Align courses with the Program Learning Objectives.
<b>2. Knowledge of Methodologies</b>	<p>a. Understand and demonstrate the methods of enquiry and practice in the field of digital media, including research, design, prototyping, testing and refining.</p> <p>b. Demonstrate critical thinking, analytical skills and creative approaches in solving problems, integrating appropriate aspects of the field. This includes applying skills in both technological and creative processes to the planning and execution of digital media projects.</p> <p>c. Demonstrate concepts and skills of computer science, including its mathematical foundations; an understanding of the central role of algorithms and data structures; facility in a range of programming constructs, paradigms, languages; and knowledge of software development best practices.</p> <p>d. Understand and apply the techniques, formats, styles and aesthetics of technology-based practice in the arts, including the ability to integrate interactivity and electronic components.</p> <p>e. Work effectively in a team context in which team member skills are complementary and overlapping.</p>	<p>Show a strong grounding in key concepts and skills.</p> <p>Understand and employ techniques, formats and styles of relevant practices.</p> <p>Understand and employ concepts and techniques of computer science.</p> <p>Understand and employ techniques in a range of programming languages and creative coding systems.</p> <p>Understand and carry out the development of a project within a team.</p>	<p>A sequence of foundational courses beginning in first year with EECS courses Introduction to Computer Science (EECS 1012) and Building Interactive Systems (EECS 1720), taken in parallel with AMPD course Introduction to Interactive Digital Media (DATT 1000).</p> <p>Core courses cover the theory and practice of interactive and other computer-based creative media such as Media Signal Processing (DATT 2935) and Physical Computing I and II (DATT 2000 and 2010). A menu of additional practicum or hybrid studio/studies courses on Digital Media forms and techniques.</p> <p>Core EECS courses such as Fundamentals of Data Structures (EECS 2011).</p> <p>A menu of additional courses in computer science employ concepts and techniques e.g. for Interactive Systems in User Interfaces (EECS 3461).</p> <p>Both EECS and AMPD courses develop skills in programming with EECS courses focussing on more traditional languages including Java and C, and AMPD courses on creative coding systems including Max, Processing, JavaScript, and OpenFrameworks.</p> <p>Courses throughout the program and in particular Digital Media Collaborative Project Development (DATT 3700) require students to work in teams.</p>

	<b>Degree Level Expectations</b> This degree is awarded to students who have demonstrated the following:	<b>Program Learning Outcomes</b> By the end of this program, students will be able to:	<b>Appropriate Degree Requirement &amp; Assessment</b> Align courses with the Program Learning Objectives.
<b>3. Application of knowledge</b>	<p>a. Effectively review, present, and interpret quantitative and qualitative information to develop approaches and make sound judgments in the field of Digital Media.</p> <p>b. Use a range of established techniques such as independent research on established Digital Media practitioners or appropriately directing clearly formulated questions, to obtain and analyse information, propose solutions and solve problems.</p> <p>c. Effectively employ a suite of implementation techniques in computational applications, and carry out experimentation with a variety of materials and creative techniques, in the development of digital media projects.</p> <p>c. Make use of scholarly articles and primary sources of information and data, so that both practicum and writing projects address the importance of digital media in technology development and within culture at large.</p>	<p>Develop digital media projects, from basic to more sophisticated.</p> <p>Understand and employ techniques, formats and styles of relevant practices.</p> <p>Understand and employ concepts and techniques of computer science and programming.</p> <p>Understand and carry out the development of a project within a team.</p>	<p>A sequence of foundational courses beginning in first year with EECS courses Introduction to Computer Science (EECS 1012) and Building Interactive Systems (EECS 1720), taken in parallel with the AMPD course Introduction to Interactive Digital Media (DATT 1000) all of which develop skills in programming from a media manipulation perspective.</p> <p>Core courses cover the theory and practice of interactive and other computer-based creative media such as Media Signal Processing (DATT 2935) and Physical Computing I and II (DATT 2000 and 2010). A menu of additional practicum or hybrid studio/studies courses on Digital Media forms and techniques.</p> <p>Core EECS courses such as Fundamentals of Data Structures (EECS 2011).</p> <p>Courses throughout the program and in particular Digital Media Collaborative Project Development (DATT 3700) require students to work in teams.</p>

	<b>Degree Level Expectations</b> This degree is awarded to students who have demonstrated the following:	<b>Program Learning Outcomes</b> By the end of this program, students will be able to:	<b>Appropriate Degree Requirement &amp; Assessment</b> Align courses with the Program Learning Objectives.
<b>4. Communication Skills</b>	<p>a. Communicate accurately and reliably, orally and in writing, to a range of audiences (artists, non-artists, computer professionals, non-computer professionals, academic and non-academic). This includes understanding and employing discipline-specific terminology and presenting it clearly to others.</p> <p>b. Present work, from first to final year, in the context of classroom critiques with response from both students and professors.</p> <p>c. Use pertinent technological software for presentations and/or dissemination. This includes understanding the effective use of different modalities such as text, images, movie clips, animated objects, and audio to communicate creative and technical concepts.</p> <p>d. Present written and oral reports for evaluation, in various forms, such as printed reports, online blogs, oral presentations, and webcasts.</p>	<p>Choose appropriate modes for the presentation of research and projects.</p> <p>Present update reports about on-going and completed work.</p> <p>Compose written reports, multimedia/interactive presentations, and creative works.</p> <p>Communicate with team members to achieve a common goal.</p>	<p>Major course requirements and publicly showcasing finished projects and interacting with users/viewers/participants most DATT studio courses but in particular the 3<sup>rd</sup> year project course (DATT 3700).</p> <p>In-class required formal and informal project presentations with and without visual aids or presentation software (most DATT courses).</p> <p>In-class final project presentations (most courses but in particular 3<sup>rd</sup> year project courses) and wider public presentations (Spring Showcase and Exhibition).</p> <p>In-course required project updates and final reports. Online web sites and blogs. (most courses)</p> <p>Group projects in many courses particularly at upper levels (DATT 3700).</p>

	<b>Degree Level Expectations</b> This degree is awarded to students who have demonstrated the following:	<b>Program Learning Outcomes</b> By the end of this program, students will be able to:	<b>Appropriate Degree Requirement &amp; Assessment</b> Align courses with the Program Learning Objectives.
<b>5. Awareness and Limitations of Knowledge</b>	<p>a. Understand the parameters of particular types of Digital Media practices, including how they are unique and specialized, and in what ways they cross over.</p> <p>b. Demonstrate how analysis is affected by missing information.</p> <p>c. Demonstrate an approach to gathering the appropriate missing information.</p> <p>d. Understand the importance of continued education, especially in the face of on-going technological innovation and change.</p>	<p>Understand the broader context of the field and the many variations of both practice and theory within it.</p> <p>Understand in a general way how other disciplines impinge on the field.</p> <p>Understand the distinctions between course projects and real-world technical applications and creative work.</p> <p>Understand the value of research and continued experimentation.</p> <p>Understand the value of continued education and professional development.</p>	<p>Major course requirements in both AMPD and EECS integrate research and experimentation.</p> <p>Through a palette of courses lists, general education requirements and electives students get a comprehensive understanding of the field in relation to other disciplines.</p> <p>3<sup>rd</sup> year project course (DATT 3700) exposes students to and participation in faculty members' research.</p> <p>Through in-course presentations students analyse real-world projects and applications.</p> <p>Seminars and guest lectures by artists and people with industrial and/or practical experience expose students to current practices.</p>

	<b>Degree Level Expectations</b> This degree is awarded to students who have demonstrated the following:	<b>Program Learning Outcomes</b> By the end of this program, students will be able to:	<b>Appropriate Degree Requirement &amp; Assessment</b> Align courses with the Program Learning Objectives.
<b>6. Autonomy and Professional Competency</b>	<p>a. Understand and demonstrate the qualities and transferable skills necessary for further study, employment, or community involvement in the field of Digital Media, e.g., technical skill, critical thinking, historical awareness, aesthetic sensibility, ability in written expression.</p> <p>b. Be able to select an appropriate program of further study in the field of Digital Media.</p> <p>c. Show the ability to identify and address personal learning needs in changing circumstances.</p> <p>d. Demonstrate personal responsibility, ethical decision-making and leadership, and an ability to work effectively with others.</p>	<p>Develop professional level skill sets and relationships.</p> <p>Understand in a general way how other disciplines impinge on the field.</p> <p>Understand the difference between course projects and real-world technical applications and creative work.</p> <p>Understand the value of research and continued experimentation.</p> <p>Understand the value of continued education and professional development .</p>	<p>Major course requirements in both AMPD and EECS integrate research and experimentation.</p> <p>Through a palette of courses lists, general education requirements and electives students get a comprehensive understanding of the field in relation to other disciplines.</p> <p>3<sup>rd</sup> year project course (DATT 3700) exposes students to and participation in faculty members' research.</p> <p>Through in-course presentations students analyse real-world projects and applications.</p> <p>Seminars and guest lectures by artists and people with industrial and/or practical experience expose students to current practices.</p>

## Major Modifications

### Addition of stream Digital Media Game Arts to the Specialized Honours Program in Digital Media

1. **Program:** Digital Media, Lassonde School of Engineering and School of the Arts, Media, Performance and Design
2. **Degree Designation:** Specialized Honours BA
3. **Type of Modification:** Addition of Digital Media Game Arts Stream
4. **Effective Date:** FW 2016-2017

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

This proposal adds a Digital Media Game Arts stream to the two existing streams: Digital Media Development and Digital Media Arts in the Digital Media Specialized Honours Bachelor of Arts.

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

The Digital Media program provides a broad education in the field that includes development in a range of forms including mobile apps, immersive and 3D environments, data visualization, sound and video, interactive performance, and games. Despite not being a formal focus, the development of games already occurs within several courses, as often students choose to create a game when they have a choice in the digital media form they produce for a project. In fact, in the FW14-15 Digital Media Project course (LE/EECS 4700) half the projects completed were game-based. This stream addresses the long-standing need to provide interested students with a more focused preparation to work in various aspects of game development and design. By providing core knowledge in games, students will be competitive in the creative developer industry as gaming technologies are used beyond the world of gaming in a multitude of contexts where problem solving and user engagement is desired. This stream has been identified as a strong need within the Digital Media curriculum and complements other aspects of the curriculum rounding out offerings in the program, and providing a valuable recruitment tool for attracting students to the program.

A number of other institutions in Ontario offer games programs or options.

Institution	Program	Degree awarded	Host Faculty
Brock University Niagara College	Game Design	BA Honours	Faculty of Humanities
Brock University Niagara College	Game Programming	BSc Honours	Faculty of Mathematics and Science
Carleton University	Computer Science (Computer Game Development Stream)	Bachelor of Computer Science Honours	School of Computer Science
Laurentian University	Computer Science – Specialization in Game Design	Bachelor of Computer Science Honours	Faculty of Science, Engineering and Architecture
Laurier University	Game Design and Development	Bachelor of Fine & Applied Arts, BFAA	Faculty of Human & Social Sciences
Sheridan College	Bachelor of Game Design	Bachelor of Game Design	
University of Ontario Institute of Technology	Game Development & Entrepreneurship	Bachelor of Information Technology (Honours)	Faculty of Business and Information Technology

These existing programs are either highly focused on game design or offer it as an option within a computer science curriculum. The proposed Game Arts Stream within Digital Media would be unique in offering games situated within a broader integrated art/science digital media context. The proposed stream game courses deliberately and strategically explore standard game techniques as applied in gaming contexts as well as applications in non-gaming contexts,

known as gamification. Gamification involves the larger implications of game techniques in a variety of fields including interactive art, multi-stakeholder engagement, serious gaming, learning, and other problem solving scenarios. Courses will also explore new and cutting edge trends in gaming, such as in the areas of alt gaming, Not Games, and urban gaming where the potential and boundaries of games and game play are being challenged and tested.

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

This proposal to create a Game Arts stream aligns well with several institutional planning documents. The Strategic Mandate Agreement (SMA) between York University and the Province of Ontario, identifies Digital Media as a growth area. The University Academic Plan articulates an ongoing commitment to the diversification of academic activities and encourages interdisciplinary programs and opportunities for students to combine disciplinary fields. The University Strategic Research Plan, identifies Digital Cultures as a compelling opportunity for development in the next five years by pushing “technological boundaries while critically investigating the social and cultural impacts” of new technologies on human activity and interaction.

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

See DLE PLO appendix [Note to Senators: Included in ASCP Appendix D, Item 7 d).

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

This proposal was prepared by the Digital Media Program Council which has equal representation from both the Lassonde School of Engineering and the School of the Arts, Media, Performance and Design. Due to the Digital Media program existing across two Faculties, this proposal will pass through both of those approval channels providing ample opportunity for input.

We anticipate that a number students will choose this stream over the Digital Media Arts stream but that there will be a significant overall increase in applicants to the program overall.

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

There are no changes to admission requirements.

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

There are five new courses (18 credits) to be mounted to support this stream. The two lower level courses (FA/DATT 2300 3.0 and FA/DATT 2301 3.0) are both relatively high enrollment

courses with capacity for growth. AMPD is currently searching for a Canada Research Chair in Games, Gaming and Gamification as the Assistant or Associate Professor level to start July 2016. New courses will be staffed by the new CRC hire, existing faculty, and CUPE unit 2 hires.

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

There are no changes in mode of delivery.

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

There are no changes in assessment of teaching and learning.

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

Not applicable.

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

Current Program Requirements	Proposed Program Requirements
<p><b>The Program Core</b></p> <p>All Honours BA degree candidates must complete the following:</p> <ul style="list-style-type: none"> <li>• FA/DATT 1000 6.0; FA/DATT 1100 3.0; FA/DATT 2050 3.0; FA/DATT 2100 3.0;</li> <li>• LE/EECS 1012 3.0; LE/EECS 1710 3.0; LE/EECS 1720 3.0; LE/EECS 1019 3.0; SC/MATH 1025 3.00; LE/EECS 1012 3.0; LE/EECS 2030 3.0; LE/EECS 2011 3.00; LE/EECS 4700 6.0;</li> <li>• 6.0 credits in AP/COMN or SC/STS at the 3000 level or above.</li> <li>• 6.0 credits in the School of the Arts, Media, Performance and Design (not DATT);</li> <li>• 6.0 credits from: FA/DANC 1900 3.0, FA/FILM 1900 3.0, FA/MUSI 1900 3.0, FA/THEA 1900 3.0, FA/VISA 1900 3.0, FA/YSDN 1900 3.0; **</li> </ul> <p><b>Specialized Honours BA Program (Digital Media Development)</b></p> <ul style="list-style-type: none"> <li>• the Program Core;</li> <li>• FA/DATT 2000 3.0; FA/DATT 2010 3.0; FA/DATT 3700 6.0;</li> <li>• LE/EECS 2031 3.00; LE/EECS 4700 6.0;</li> <li>• SC/MATH 2565 3.00 or SC/MATH 1131 3.00;</li> <li>• 3.0 credits chosen from: FA/DATT 3200 3.0; FA/DATT 3300 3.00; FA/DATT 3930 3.00, FA/DATT 3931 3.00, FA/DATT 3935 3.00, FA/DATT 3938 3.00, FA/DATT 3940, FA/DATT 3941;</li> <li>• 6.0 credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00;</li> <li>• 9.0 credits chosen from: LE/EECS 4413 3.00, LE/EECS 4431 3.00*, LE/EECS 4441 3.00, LE/EECS 4443 3.0, LE/EECS 4461 3.00, LE/EECS 4471 3.00*, LE/EECS 4491 3.00*;</li> </ul>	<p><b>The Program Core</b></p> <p>All Honours BA degree candidates must complete the following:</p> <ul style="list-style-type: none"> <li>• FA/DATT 1000 6.0; FA/DATT 1100 3.0; FA/DATT 2050 3.0; FA/DATT 2100 3.0;</li> <li>• LE/EECS 1012 3.0; LE/EECS 1710 3.0; LE/EECS 1720 3.0; LE/EECS 1019 3.0; SC/MATH 1025 3.00; LE/EECS 2030 3.0; LE/EECS 2011 3.00; LE/EECS 4700 6.0;</li> <li>• 6.0 credits in AP/COMN or SC/STS at the 3000 level or above.</li> <li>• 6.0 credits in the School of the Arts, Media, Performance and Design (not DATT);</li> <li>• 6.0 credits from: FA/DANC 1900 3.0, FA/FILM 1900 3.0, FA/MUSI 1900 3.0, FA/THEA 1900 3.0, FA/VISA 1900 3.0, FA/YSDN 1900 3.0; **</li> </ul> <p><b>Specialized Honours BA Program (Digital Media Development)</b></p> <ul style="list-style-type: none"> <li>• the Program Core;</li> <li>• FA/DATT 2000 3.0; FA/DATT 2010 3.0; FA/DATT 3700 6.0;</li> <li>• LE/EECS 2031 3.00;</li> <li>• SC/MATH 2565 3.00 or SC/MATH 1131 3.00;</li> <li>• 3.0 credits chosen from: FA/DATT 3200 3.0; FA/DATT 3300 3.00; FA/DATT 3930 3.00, FA/DATT 3931 3.00, FA/DATT 3935 3.00, FA/DATT 3938 3.00, FA/DATT 3940, FA/DATT 3941;</li> <li>• 6.0 credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00;</li> <li>• 9.0 credits chosen from: LE/EECS 4413 3.00, LE/EECS 4431 3.00*, LE/EECS 4441 3.00, LE/EECS 4443 3.0, LE/EECS 4461 3.00, LE/EECS 4471 3.00*, LE/EECS 4491 3.00*;</li> </ul>

**Specialized Honours BA Program (Digital Media Arts)**

- the Program Core;
- FA/DATT 2000 3.0; FA/DATT 2010 3.0; FA/DATT 3700 6.0;
- LE/EECS 3461 3.00; LE/EECS 4700 6.0;
- 6.0 credits chosen from: FA/DATT 3200 3.0; FA/DATT 3300 3.00; FA/DATT 3930 3.00, FA/DATT 3931 3.00, FA/DATT 3935 3.00, FA/DATT 3938 3.00, FA/DATT 3940, FA/DATT 3941;
- 3.0 credits chosen from: LE/EECS 4413 3.00, LE/EECS 4431 3.00\*, LE/EECS 4441 3.00, LE/EECS 4443 3.0, LE/EECS 4461 3.00, LE/EECS 4471 3.00\*, LE/EECS 4491 3.00\*;
- 6.0 credits chosen from: FA/DATT 4300 3.00; FA/DATT 4930 3.00, FA/DATT 4931 3.00, FA/DATT 4932 3.00, FA/DATT 4935 3.00, FA/DATT 4940 3.00, FA/DATT 4950 3.00;

Six credits in COMN/STS can be used to satisfy both part of the general education requirements and the 6.0 credits in COMN/STS requirement.

Upper-level credits: a minimum of 36 credits must be at the 3000 or 4000 level, at least 18 credits of which must be at the 4000 level.

Additional elective credits must be completed, as required, for an overall total of at least 120 credits.

Some students may be required to take more than 120 credits.

\* These courses require prerequisites that are not part of the program requirements.

\*\* These six credits can be used to satisfy the humanities area general education requirement in both AMPD and LSE.

**Specialized Honours BA Program (Digital Media Arts)**

- the Program Core;
- FA/DATT 2000 3.0; FA/DATT 2010 3.0; FA/DATT 3700 6.0;
- LE/EECS 3461 3.00;
- 6.0 credits chosen from: FA/DATT 3200 3.0; FA/DATT 3300 3.00; FA/DATT 3930 3.00, FA/DATT 3931 3.00, FA/DATT 3935 3.00, FA/DATT 3938 3.00, FA/DATT 3940, FA/DATT 3941;
- 3.0 credits chosen from: LE/EECS 4413 3.00, LE/EECS 4431 3.00\*, LE/EECS 4441 3.00, LE/EECS 4443 3.0, LE/EECS 4461 3.00, LE/EECS 4471 3.00\*, LE/EECS 4491 3.00\*;
- 6.0 credits chosen from: FA/DATT 4300 3.00; FA/DATT 4930 3.00, FA/DATT 4931 3.00, FA/DATT 4932 3.00, FA/DATT 4935 3.00, FA/DATT 4940 3.00, FA/DATT 4950 3.00;

**Specialized Honours BA Program (Digital Media Game Arts)**

- the Program Core;
- FA/DATT 2300 3.0; FA/DATT 2301 3.0; FA/DATT 2500 3.0; FA/DATT 2501 3.0; FA/DATT 3300 3.0; FA/DATT 3701 6.0; FA/DATT 4300 3.0;
- three credits chosen from: LE/EECS 3214 3.00, LE/EECS 3421 3.00, LE/EECS 3431 3.00, LE/EECS 3461 3.00;
- 3.0 credits chosen from: FA/DATT 3200 3.0; FA/DATT 3930 3.00, FA/DATT 3931 3.00, FA/DATT 3935 3.00, FA/DATT 3938 3.00, FA/DATT 3940, FA/DATT 3941;
- 3.0 credits chosen from: LE/EECS 4413 3.00, LE/EECS 4431 3.00\*, LE/EECS 4441 3.00, LE/EECS 4443 3.0, LE/EECS 4461 3.00, LE/EECS 4471 3.00\*, LE/EECS 4491 3.00\*;
- 3.0 credits chosen from: FA/DATT 4930 3.00, FA/DATT 4931 3.00, FA/DATT 4932 3.00, FA/DATT 4935 3.00, FA/DATT 4940 3.00, FA/DATT 4950 3.00;

Six credits in COMN/STS can be used to satisfy both part of the general education requirements and the 6.0 credits in COMN/STS requirement.

Upper-level credits: a minimum of 36 credits must be at the 3000 or 4000 level, at least 18 credits of which must be at the 4000 level.

Additional elective credits must be completed, as required, for an overall total of at least 120 credits.

Some students may be required to take more than 120 credits.

\* These courses require prerequisites that are not part of the program requirements.

\*\* These six credits can be used to satisfy the humanities area general education requirement in both AMPD and LSE.

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

**At its meeting of March 31, 2016**

**FOR INFORMATION**

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

Attached as Appendix A is the first report of 2015-2016 submitted by the Joint Sub-Committee on Quality Assurance.

**2. Annual Report on Non-Degree Studies**

The Vice-Provost Academic has transmitted the most recent annual report on Non-Degree Studies in accordance with principles approved by Senate in March 2005.<sup>1</sup>

Documentation is attached as Appendix B.

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

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<sup>1</sup> The principles are as follows:

- a) Non-Degree studies activities should complement the academic missions of a Faculty or of the University, and should not compete with degree programmes.
- b) Faculties should be responsible for their own non-degree studies activities.
- c) Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree programme activities.
- d) Faculties and other offering units should act cooperatively in non-degree studies activities so that counterproductive competition is avoided.
- e) The regulatory framework governing non-degree studies should be as flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight. Certificates and Diplomas shall be bound by the existing Senate legislation.

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



## Report to the Full Committees

*The Sub-Committee met on October 20, 2015 and on November 19, 2016 and submits the following report to the full Committees.*

### 1. Membership and Chair for 2015-2016

The Sub-Committee's membership for 2015-2016 is as follows:

Gerald Audette (Member designated by ASCP)  
Barbara Crow (Dean of Graduate Studies ex officio)  
Karen Krasny (Member designated by APPRC)  
Alice Pitt (Vice-Provost Academic ex officio)  
Tom Scott (Member designated by ASCP)  
George Turlakis (Member designated by APPRC)

Robert Everett (APPRC) and Cheryl Underhill (ASCP) serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Sarah Whitaker (Office of the Dean, Faculty of Graduate Studies). Frances Valerio (Office of the Vice-Provost Academic) helped to manage Cyclical Program Reviews in 2015. Ms Valerio has since moved to a new position, and the Sub-Committee is grateful for her contributions.

Professor Turlakis has agreed to chair the Sub-Committee again this year.

### 2. Forecast of Items for the Year

The Sub-Committee has received and accepted advice from Vice-Provost Pitt on matters that should be prioritized for the year.

**Process:** In addition to improved workflow processes to support program reviews and program development, guidelines need to be updated to reflect and align with university priorities and key performance indicators. Data resources need to be further developed.

**Governance:** The role of the Dean under YUQAP needs to be clarified and graduate program approval processes need to be established within anchor Faculties. Communication flow needs to be improved.

**Data:** Data and guidelines need to be aligned; additional information, such as alumni satisfaction, market and student interest, needs to be gathered to support the various curriculum and program review processes.

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

## **Report to Senate (cont'd)**

**Assessment/evaluation Criteria:** Criteria for assessing the potential of new programs and for evaluating the quality of existing programs need to be developed and communicated to assist decision making and greater clarity around expectations for program performance. A core feature of the quality assurance system adopted in Ontario is the articulation of degree and program expectations as well as the identification, communication and assessment of student learning outcomes. Programs need support if they are to strengthen their capacity to create and assess appropriate student learning outcomes.

It was recalled that the Sub-Committee had reported to APPRC and ASCP that there had been “preliminary discussions about the utility of adopting a system whereby CPRs would constitute a decision moment for new or established programs, that is they would result in a recommendation about their continuation (akin to an ORU charter). This suggestion, raised by Dean Singer, also emerged in the round of discussions with academic planners, and the Committee believed it was appropriate for the Sub-Committee to pursue this idea” (APPRC Minutes, May 14, 2015). The Sub-Committee plans to take up this matter during the year.

### **3. Quality Council Audit**

The Committee prepared for its meeting with the Quality Council’s audit team in October and met with the auditors in November. Members actively participated during the site visit. We appreciated very much the contributions made by other members of ASCP and APPRC to the discussion. The auditors’ report is due imminently. It will be shared with APPRC and ASCP after it has been studied by the Sub-Committee.

### **4. Schedule of Cyclical Program Reviews**

#### **a. Updated Schedule of 2015-2016 Reviews**

The Sub-Committee received the schedule of CPRs due in 2015-2016 – which will be a particularly busy year -- which has now been posted on the Quality Assurance Website at

<http://yuqap.info.yorku.ca/files/2015/01/ROTA-2015-16.-updated-November-11-2015.pdf>

#### **b. Changes in Schedule, De-coupling of Graduate, Undergraduate Reviews**

Two changes to the schedule were proposed. The Sub-Committee concurred with the Vice-Provost’s recommendations.

### **5. Status of Quality Council Decisions and General Issues Associated with Submissions in 2014-2015**

#### **a. New Programs and Major Modifications**

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

## **Report to Senate (cont'd)**

The Sub-Committee noted a year-end report on the status of Quality Council decisions. All seven of the proposals approved by Senate in the “new and expedited” categories from November 2014 to February 2015 were approved to commence. However, the MASc and PhD programs in Mechanical Engineering MASc and PhD programs in Civil Engineering were approved to commence with a report (focusing on dedicated faculty) in May 2015.

The Sub-Committee was advised that efforts are underway to address some of the ambiguities that remain in terminology applied to various kinds of curriculum, notably the options available to graduate students within certain programs. The Sub-Committee strongly supports those efforts.

### **6. Cyclical Program Review Reports**

#### **a. Completed Cyclical Program Reviews**

Attached are the Final Assessment Reports for CPRs completed in the autumn and subsequently transmitted to the Quality Council. In some instances the Sub-Committee delayed completion of the process pending receipt of clarifications and elaborations from the Faculties involved.

The Sub-Committee continues to explore refinements to the dossiers presented. In particular, and given the detail that now appears in Final Assessment Reports, it would appear most beneficial for the Deans and Principal to highlight two or three matters that they believe warrant priority attention. This would provide the Sub-Committee with a base line by which to assess 18-month follow-up reports and, more importantly, for program and Faculty planners to ensure that key issues are prioritized.

#### **b. 18 Month Follow-up Reports**

The Sub-Committee has accepted the Vice-Provost's offer to prepare a template for 18-month follow-up reports (see also item 6 a, above).

G. Turlakakis, Chair

## **Business Administration, Schulich School of Business, Undergraduate and Graduate**

### **Cyclical Program Review – 2005 - 2013**

#### **Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: November 2015**

#### **Program description:**

The Schulich School of Business offers a portfolio of degree programs at all three degree levels – two bachelor degrees (BBA and IBBA), three MBA degrees (MBA, IMBA, EMBA), three Masters degrees (MAcc, MF, MBAN), two stand-alone diplomas (PDAM and Financial Engineering) and a PhD program with specializations in six fields. Within the MBA, six subject-matter concentrations offer students the opportunity to earn a graduate diploma during the normal process of fulfilling their MBA requirements. Students may also pursue a combined JD/MBA or MA/MBA within York University. Schulich is predominantly a graduate business school in terms of programs offered, student fulltime-equivalent enrolment, and course offerings. Nevertheless, the bachelor degree programs are a very important part of the School's mandate.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate	449	1740	371
Masters	608	979	620 (plus 56 Diplomas)
PhD	10	47	8

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

Dr. Jay Handelman, Associate Dean Research and Associate Professor, Queen's School of Business, Queen's University

Barbara Trenholm, Professor Emeritus, Faculty of Business Administration, University of New Brunswick

Dr. Stan Shapson, Professor, Faculty of Education, York University

#### **Site Visit: May 19 and 20, 2015**

The reviewers met with selected key University Administrators including the Vice-Provost Academic and the Dean of Graduate Studies. Interviews were conducted with all of Schulich's key stakeholders including the Management Committee, Directors of programs and areas of specialization, Research and Teaching support members, MBA and Master of Accounting students, and selected alumni and Schulich Advisory Board members. The review team was given full access to the both the York campus facilities of Schulich as well as the Miles Nadal Management Centre in downtown Toronto. The Review Team had the opportunity to speak to MBA and Master of Accounting students prior to classes. The reviewers felt that all participants were open, transparent, and eager to work with us for the betterment of the School.



**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

**Program Strengths:**

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing and adhering to its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. It is this commitment to, and practice of, "continuous improvement" that allows Schulich to ensure the quality of its program curricula and successful delivery of each program's learning outcomes. The School's continuous internal review process has led Program Managers at the graduate and undergraduate level to arrive at very meaningful and insightful Degree Level Expectations that genuinely guide program development and delivery. The Review Team noted that the current building was at capacity but steps were underway to address expansion.

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

Schulich has made a significant investment in the Career Development Centre in order to provide Undergraduate and Master's students with further skill development to help them prepare for the job market, however, student satisfaction with this element of student services is low. As the student body grows, additional support may be required and how to offer that in the context of York University services will be a subject of discussion.

The Review team noted that funding for PhD students appears to be low compared to other business schools. There was a strong recommendation that there be a concerted effort be placed in the Masters programs to ensure that students appreciate the importance of ethics and codes of conduct in today's workplace and broader society.

Support for Faculty teaching will be enhanced by the Schulich Centre for Teaching Excellence. Support for research funded Tri-Council competitions as well as mentorship for new faculty would enhance research outcomes and the opportunity for knowledge mobilization.

**Decanal Implementation Plan (selected)**

Schulich has engaged a new director of the Career Development Centre (in 2014) who has taken strong action that improved the variety of firms recruiting Schulich graduates and has increased the recruitment field. In addition a reorganization of the Student Services area (2014) will lead to enhanced student service support. In 2015, software and hardware technology to support student accommodation was acquired to provide in-house support for examinations. Staff is undertaking additional training around student mental health issues.

In 2015 Schulich appointed a director of the Schulich Centre for Teaching Excellence (SCTE) and will also appoint an Associate Director support for service to and development of faculty members. Additional support will be provided by an Academic Affairs Officer,

expected in late 2015 or early 2016.

PhD student support for research and teaching development is a priority. Funding for PhD students was increased for Fall 2015 and is being further reviewed. Support for PhD writing and conference attendance is being examined in the coming year.

A number of measures are in place to support Faculty research but in the coming academic year additional support opportunities will be evaluated.

Schulich was disconcerted at the findings related to ethics and has committed to reminding faculty the importance of drawing out ethical issues in their courses, particularly through case studies and class discussion. Program committees and administrators will also be mindful of this.

The space issue which affects faculty, staff and students is being pursued actively in our plans for a new addition to the Seymour Schulich Building. The space addition has already been designed and approved by the University's Board of Governors—fund raising is under way.

### **Summary**

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing, and adhering to, its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. Enhancements for the programs focused on student service, in particular career development support, mental health support and funding. The Dean's Implementation Plan outlined action items for the coming year. Support for Teaching will be enhanced through the Schulich Centre for Teaching Excellence (SCTE) which hired a new director in 2014. Additional ways to support the research of Faculty and PhD students are under review.

Alice J. Pitt  
November 2015

## Economics – Undergraduate, Faculty of Liberal Arts and Professional Studies

### Cyclical Program Review

Cyclical Program Review – 2004 - 2014

#### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

#### Program description:

The Faculty of Liberal Arts and Professional Studies was formed in 2009 as a result of the amalgamation of the Faculty of Arts and the Atkinson Faculty of Liberal Arts and Professional Studies. At that time, the Economics unit in the Atkinson Faculty of Liberal Arts and Professional Studies was merged with the Department of Economics in the Faculty of Arts.

At the undergraduate level, the Department of Economics within the Faculty of Liberal Arts & Professional Studies delivers academic programs in

1. Economics (BA, Honours BA, Specialized Honours BA)
2. Business Economics (BA)
3. Financial and Business Economics (Specialized Honours BA)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Economics	311	856	83 Hons BA; 187 BA
Business Economics	308	730	5 Hons BA; 76 BA
Financial and Business Economics	469	787	97 Hons BA

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

Professor Pierre Lasserre, Département des sciences économiques, Université du Québec à Montréal  
Professor Dwayne Benjamin, Department of Economics, University of Toronto  
Georges Monette, Associate Professor, Department of Mathematics and Statistics, York University

**Site Visit:** October 27 and 28, 2014

The reviewers met with Alice Pitt, Vice-Provost, Academic, Kim Michasiw, Vice-Dean, Liberal Arts and Professional Studies (LAPS), the Chair and Undergraduate Program Director, Mahmudul Anam and Neil Buckley. In addition, the reviewers met with librarians from the University libraries, and full-time and contract faculty and students from both the Glendon and Keele campuses.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

#### Program Strengths

The three streams (Economics, Business Economics and Financial and Business Economics) are built on a foundational core curriculum covering microeconomics, macroeconomics, mathematical economics and statistics/econometrics in the 90-credit degree with additional requirements fleshing out the specializations and honours degree programs. Each program has clearly articulated degree level expectations and mapped the curriculum to ensure appropriate



content mastery. The Review Report states that “[o]verall the programs are well-designed and faculty members are committed to high-quality undergraduate teaching.”

Faculty members are active researchers with strengths in all areas of the program and particular strength in applied micro- and macroeconomics. Additional resources include requisite software applications, two servers, 2 computer labs and an in-house systems analyst to support the teaching and research activities of the department.

Students benefit from a full-time academic advisor located in the department, and the program is aware of central services that support teaching and student learning and success. The department places emphasis on the professional development of students, and partners with the Career Centre to provide an internship program. There is an interest in expanding the internship program.

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

In addition to faculty renewal and the need to provide stronger mentorship for junior faculty members, the self-study identified several academic program issues that require attention.

Monitoring for pre-requisites is currently manual; an improved administrative system, as well as a program-level review, is required to enforce pre-requisites and determine transfer credit more effectively. Concern about GPA requirements was also identified in relation to program progression and the role of introductory courses initially designed for non-majors to allow students to count these courses should they decide to pursue an economics major after first year. Significant growth both in terms of the number of majors and the number of students who require introductory courses for other programs (notably in the School of Administrative Studies), along with the growth of international student enrolments has resulted in the need for greater co-ordination of first-year courses that satisfy different curricular needs. A heterogeneous student population, both in terms of background and aspirations, suggests the need for ‘fine-tuning’ or the curriculum and efforts to “cultivate excellence in the top quarter of the distribution” (Review Report).

The program proposed to review curricular alignment of the statistics/econometrics sequence as well as the role of the three programs in existence with a view to exploring the development of a program with a greater math focus. Addressing numeracy more generally is a priority for enhancing the quality of both the student experience and the quality of the suite of Economics programs.

Other issues warrant further exploration: the role of full-time faculty in introductory and upper-level courses, class-size in upper-level courses and the potential increased teaching assistant support, the demands of courses designated as ‘writing courses’, and the uneven implementation of a Senate regulation that stipulates that no more than 20% of the assessment take place during the last two weeks of class. The department understands the importance of data on graduate employment and urges the University to develop a mechanism for generating such data.

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

The Decanal Implementation Plan supports the unit’s interest in revising its curriculum in ways that will better serve students with a deep interest in Economics as their major and, in particular, the Dean’s Office will work with the unit to create a more rigorous divide between 90 and 120 credit programs. In addition, the Dean’s Office holds the view that the creation of a degree program for students with a stronger interest in business than economics and who lack the mathematical capacity to excel in existing business programs at York. Discussions have also begun with faculty from ADMS, Economics and Business and Society about the potential development of a proposal for a less mathematically exacting program which emphasized the so-called soft skills that can be cultivated in a Liberal Arts program might satisfy the needs of such students for a business-

related program. The Dean's Office would strongly support such a project.

The Department has committed to undertake improvements in the statistics/econometrics sequence, identified as a high priority in the Review Report. Increasing the role of writing in the programs was identified by the program and the reviewers as important. The review report recommended a 'writing across the curriculum' approach. The plan identified difficulties with this approach and supports the department's willingness to revisit the role of 'writing courses'. The plan further suggests that this initiative would benefit from the LA&PS Writing Department's expertise.

One outcome of curriculum revision would be transforming its 4000-level courses to serve high-achieving students in a more intimate seminar taught and evaluated by full-time faculty. The help of Associate Deans of Teaching and Learning and Faculty Relations will be enlisted to explore more effective ways of allocating TA resources. Taken together, proposed program changes might result in reduced numbers of pure Economics majors, which in turn may make an enhanced internship program viable.

A pilot project involving Area Coordinators "to create and enforce common course syllabi and other mechanisms that limit the discontinuities between and among sections of the same course and separate portions of two-part courses" will be reviewed and continued if progress is evident.

The plan is hesitant to endorse the requirement of grade 12 Calculus as an admissions requirement but will support further research in cooperation with the Registrar's Office and the Office of Institutional Research and Planning to assess the implications of such a change

In terms of faculty: student ratios, the plan does not agree that the unit is under-resourced, but it acknowledges the need for renewal and augmentation in alignment with revised curriculum needs. The plan is encouraged by the unit's willingness to explore full-time teaching-focused faculty positions (Alternate Stream) to reduce reliance on part-time and limited-term instruction and will work with the department on complement planning in light of programmatic changes.

Stronger capacity across the university to provide data on graduates and their employment outcome would benefit program reviews and on-going planning. The plan supports University-wide discussion on ways to ameliorate this gap.

Please see the accompanying chart below that enumerates the decanal implementation plan's response to recommendations, identifies dependencies and provides a timeline for each recommendation. Addressing the diverse needs and interests of a heterogeneous student population is the highest priority, and this will be accomplished through revised curriculum and strengthened academic support in numeracy and literacy. Faculty renewal remains a priority but requires a complement that aligns with future program needs.

Progress on these actions will be addressed in the May 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic  
November 2015



<b>Recommendation abbreviated</b>	<b>agents</b>	<b>dependencies</b>	<b>start date</b>	<b>end date</b>
Streaming intermediate microeconomics	department; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	May 2015	Sept 2016
Enforcing prerequisites	department; records section of RO	LA&PS AD Programs; Registrar; UIT	May 2015	Sept 2016
changes to 4000-level courses	department curriculum committee; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	May 2015	Sept 2016
TA resources	department; Office of Faculty Relations	Faculty of Grad Studies; CUPE 3903	Sept 2015	Sept 2016
Quality of students	department; admissions office; LA&PS AD enrolment; Office of Institutional Policy and Analysis (OIPA)	LA&PS Dean; Provost	Sept. 2015	Winer 2017
Faculty resources	department	LA&PS Dean; Provost	Sept. 2015	Sept. 2016
Improvements to data	department; OIPA	Office of VP Advancement	Sept. 2015	Sept. 2017
internships	department; career centre; LA&PS AD Teaching & Learning	AVP Teaching & Learning	Sept. 2015	Sept. 2017
Program coordination	department; LA&PS Dean			
Statistics/econometrics sequence	department curriculum committee; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	Sept. 2015	Sept 2017
Writing courses	department curriculum committee; LA&PS curriculum coordinator; Writing Department Chair	Teaching Commons	Sept. 2015	Sept 2017
Faculty appointments	department; LA&PS AD Faculty Affairs	LA&PS Dean; Provost; Office of Faculty Relations; Human Resources & Skills Development Canada	ongoing; Fall/Winter 15-16	ongoing
Investigate the possibility of a Business Fundamentals degree	department of Economics, Business & Society program, School of Administrative Studies, LA&PS Dean	Office of the Vice Provost Academic, other business programs at York, Markham campus planning groups	Winter 2016	TBD, no earlier than Sept 2018

## Economics/ Science économique – Undergraduate, Glendon College

### Cyclical Program Review

#### Cyclical Program Review – 2006 - 2013

#### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: October 2015

#### Program description:

Glendon College is the bilingual faculty of York University, and the only institution in Southern Ontario offering bilingual university programs. The Economics Department was one of the first departments established at Glendon. In 1999, the department expanded its BA offerings to include an Honours bilingual program in Business Economics. Since 2007 students may also pursue bilingual or tri-lingual international Bachelor of Arts (iBA) in Economics or Business Economics. Students may obtain an honours degree (120 credits) or a 90 credit BA as well as having the option to add another major or a minor subject.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Business Economics	103	151	BA Hon: 15
Economics	26	122	BA Hon: 7; BA 14

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

Professor Pierre Lasserre, Département des sciences économiques, Université du Québec à Montréal  
Professor Dwayne Benjamin, Department of Economics, University of Toronto  
Georges Monette, Associate Professor, Department of Mathematics and Statistics, York University

**Site Visit:** October 27 and 28, 2014

The reviewers met with Alice Pitt, Vice-Provost, Academic, Donald Ippercil, Principal of Glendon College, the Chair of the Glendon Economics Department and the Coordinator of the Business Economics program. In addition the reviewers met with librarians from the University libraries, and faculty and student members from both the Glendon and Keele campuses.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due February 2017.

#### Program Strengths

- Faculty members are active researchers who contribute to Glendon's bilingual mandate and to the high quality student experience in the liberal arts.
- The program been responsive to prior program review recommendations to provide more flexibility in their program offerings to align with the LA&PS program as well as other Economics programs. Their comprehensive self-study demonstrates a strong commitment to sustain and heighten the quality of their programs and to meet the



demands of a heterogeneous student population. The review report states, “The most lasting impressions we have were the intensity of the passion felt by the faculty for the program and the engagement of the students....”

- “The curriculum is appropriate and conventional for an economics program with a business emphasis.” The program includes an “impressive offering of relatively new business-related economics courses,” and instructors use business-oriented examples in more conventional courses. (Review Committee Report) The RCR was impressed that “[t]he department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.
- Some courses are recognized as equivalents for Financial Accounting and Managerial Accounting accreditation, and the program is working with the new Chartered Professional Accountants to ensure that this recognition continue.
- Many students go on to prestigious graduate programs and, ultimately, academic careers, and students are well-prepared for public service careers.
- In addition to a small internship program, students have opportunities to work as research assistants with faculty members.
- Students are generally satisfied with academic advising and appreciate the availability and expertise of faculty members.
- Library support is strong.

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

The program provided a fulsome assessment of areas for enhancement, which the Review Committee Report fully engaged in its recommendations, the latter paying particular attention to Glendon’s unique context of small classes and bilingual campus and its strengths in Business Economics. Faculty resources are a source of concern, and the RCR’s recommendations highlight priorities for development as well as streamlining current demands.

- More predictable and the ‘right mix’ of course offerings in English and French would enhance student planning, and better use of specialized English-language courses in LA&PS would reduce duplication of Glendon courses. While enhancing the emphasis on French-language courses would indeed capitalize on Glendon’s unique mandate, the program notes, in response, that student French-language competence poses challenges as well. Better use of “Topics in X” courses would reduce program complexity, and more attention to standardization of courses to better align with LA&PS courses would streamline offerings. The program has not yet fully articulated its program level expectations, a process that would clarify objectives and align curriculum.
- Expectations for mathematics in general and for upper-year level applied courses need to be clarified and communicated with appropriate pre-requisite requirements enforced. Students need more opportunities to take Math, and financial economics should be part of the “branding” of the program rather than a new stream.
- A capstone research methods course would support students oriented to graduate study as well as those seeking employment with student-directed and faculty-supported research. The curriculum would be enhanced by adding “more bench-strength in academic business skills (especially accounting).” The RCR advises against subsuming Economics into a new Commerce program. Building on Business Economics holds the potential to differentiate Glendon, attract students with interests in business and remain true to Glendon’s mission.
- Where the program favours a dedicated writing and research course, the RCR points to the benefits of a ‘writing across the curriculum’ approach to cultivate communication skills in French and English and notes that upper-year undergraduates student TAs could enhance the student experience, especially in French-language courses.
- Stronger branding of the program and more emphasis on recruitment (by Glendon as well as York) of qualified Ontario as well as Quebec and international students is needed to address the issues of declining enrolment and declining quality of Ontario applicants. The program notes increased ‘105’ applicants, including international students, but is uncertain about the

quality of many of these applicants. The “bilingual niche occupied by Glendon” should be better exploited; communication and coordination between the administration and the Economics Department could be improved in consultation with the program.

- The RCR recommends enhanced professional academic advising, provision of a professional administrator to support and build internship opportunities within York and in the broader community, and improvements to physical and IT resources, including licensing for software for use outside of a dedicated computer lab. Strengthened administrative support and communication.
- Complement priorities: sub-disciplines of economics (Industrial Organization, Macroeconomics, Applied Microeconomics) and Accounting to fill needs in program, French and English.

### **Decanal (Principal's) Implementation Plan (selected)**

The Principal's Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students. However, the Plan envisages development of new dual degree program in International Studies (Glendon) and Business Administration (EM Lyon) supported by new funding from the MTCU for French-language studies. This additional funding will allow the Faculty to add professors to the BUEC program who will at the same time offer courses in the new joint business program.

The Principal's Plan supports the development of bilingual courses to enhance students' discipline-specific skills. The Office of the Principal supports this initiative beginning April, 2015 for June 2016 implementation. The above-mentioned MTCU funding is essential to moving this forward. In addition, the department will review prerequisites and will continue discussions with the Mathematics department about enhancing courses to suit the needs of Economics students.

The Plan commits to assisting the program to increase the number of project-based courses. An experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal's Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

### **Summary**

The Reviewers noted that “The curriculum is appropriate and conventional for an economics program with a business emphasis,” and that the program includes an “impressive offering of relatively new business-related economics courses.” They also noted that the department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.

The areas for enhancement identified in the self study document which were incorporated fully into the reviewer's recommendations, took into consideration Glendon's unique context of small classes and bilingual campus and its strengths in Business Economics.

The Principal's Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students and the development of bilingual courses to enhance students'

discipline-specific skills. The Plan commits to assisting the program to increase the number of project-based courses. In addition to providing support to develop more project based courses, it notes that an experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal's Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic  
November 2015



**Health Studies, Bachelor of Health Studies (BHS), MA and PhD, Faculty of Health**  
**Cyclical Program Review – 2005 - 2013**  
**Final Assessment Report and Implementation Plan**  
**Reported to Joint-Committee on Quality Assurance: November 2015**

**Program description:**

The School of Health Management and Policy offer the following programs in the in Health Studies:  
Bachelor of Health Studies, Specialized Honours, Health Policy (stream)  
Bachelor of Health Studies, Specialized Honours, Health Management (stream)  
Bachelor of Health Studies, Specialized Honours, Health Informatics (stream)  
Bachelor of Health Studies, Honours  
Bachelor of Health Studies, 90 credit degree  
Health Informatics Certificate

At the graduate level the MA and PhD in Health offer one specialized field in Health Policy and Equity.  
The PhD admitted its first students in 2009.

Program	New Registrations (heads) 2013	Enrolment FTES 2013	Degrees Awarded 2013
Health Studies	329	985	93 (Hons) 75 (90 credit) 7 certificates
MA	10	12	9
PhD	4	19	0

**Reviewers appointed by Vice Provost Academic:**

Gail Donner, Professor Emeritus, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto  
Lynn McIntyre, Professor, Dept. of Community Health Sciences and Associate Scientific Director, O'Brien Institute for Public Health, Cumming School of Medicine, University of Calgary  
You-Ta Chuang, Associate Professor of Management, School of Administrative Studies, York University

**Site Visit: September 18 and 19, 2014**

During a two day site visit the reviewers met with senior university administration and School of Health Policy and Management [SHPM] Undergraduate and graduate program directors and former Acting and incoming SHPM Chairs. The reviewers spoke with the Dean via teleconference. Insights were provided through meetings with two representatives of the Library, full-time and contract faculty for the undergraduate program and graduate faculty. The reviewers also had several opportunities to meet and speak with undergraduate and graduate students.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response addressed the many of the reviewers' recommendations. A follow-up report from the graduate and undergraduate programs will be due in May 2017 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.



**Program Strengths:****Undergraduate**

- The undergraduate program uses a variety of strategies to deliver the courses and meet the desired learning outcomes;
- Students find the professors excellent and have gained a broadened understanding of health;
- Learning technologies offer good support to students and faculty;
- Contract faculty with professional experience bring unique expertise to the classroom.

**Graduate**

- The Health Librarians provide excellent support for faculty and students alike;
- The graduate program attracts interesting students with a richness of backgrounds;
- Completion times for the master's program are in line with expectations.

**Opportunities for Program Improvement (selected from self-study and reviewers' report):****Undergraduate**

- Review promotional material to ensure accurate reflection of opportunities for employment after the bachelor's degree as well as limited opportunities for medical school without additional course work;
- Conduct a comprehensive curricular review which might result in the addition of more health content to the program, additional experiential education opportunities, reduction of some of the overlap between courses;
- Enhance space for students together;
- Develop stronger links with alumni.

**Graduate**

- Add course requirements in health policy development and analysis as well as training in approaches to literature synthesis;
- Create linkages with health institutions to provide exposure for graduates to employment opportunities;
- Create opportunities for graduate students to engage with each other about research;
- Improve graduate space;
- Develop a strategic research plan for the School and a human resources complement plan.

**Decanal Implementation Plan (selected)**

The Dean's Implementation Plan focuses on activities already underway as well as future plans. A three-year faculty complement plan is being completed by the Chair and the Dean and three searches have been approved for 2016. Increased office space and student space (graduate and undergraduate) will be available in Stong College in 2016 when other departments are relocated.

### **Summary**

The Health Policy and Management programs use a variety of strategies and learning technologies to deliver the courses and meet the desired learning outcomes. Students at the graduate level come from a rich array of backgrounds and complete the program in good time. The Dean's implementation plan focuses on faculty complement and on space for faculty members and students; some of these initiatives are well under way.

Alice J Pitt, Vice-Provost Academic  
November 2015



## **International Studies, Undergraduate, Glendon College**

### **Cyclical Program Review – 2002 - 2012**

#### **Final Assessment Report and Implementation Plan**

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

#### **Program description**

This academic program, approved by Senate in 1968, consisted primarily of a mix of selected courses that had an international component from three major departments, Economics, History, and Political Science, but also included courses from other social sciences departments that also had an international component. The program was revised in 1999, introducing a more structured and interdisciplinary approach based on required courses defined and controlled by the International Studies Program. In 2006, the Senate of York University approved the transformation of the International Studies Program into a Department of International Studies (DIS). In September 2011, the Department reexamined its academic program and introduced the concept of three thematic pillars that touch on fundamental issues in international society, but also strengthen the program's interdisciplinary approach and identity.

Program	Accepts 2013	Enrolments FTEs 2013	Degrees Awarded 2013
International Studies	114	260	61

#### **Reviewers:**

Dr. Claire Turenne Sjolander, Professor, School of Political Studies and Vice-Dean, Graduate Studies, Faculty of Social Sciences, University of Ottawa

Dr. Ann M. Hutchison, Associate Professor, Department of English, Glendon College, York University

#### **Site Visit: November 20, 2012**

The site visit consisted of meetings with senior academic leadership at York University, including Rhonda Lenton, Vice Provost Academic, Kenneth McRoberts, Principal of Glendon College, Christina Clark-Kazak, Acting Chairperson, International Studies, Glendon College, and Stanislav Kirschbaum, Chairperson (on leave), Department of International Studies, Glendon College. The reviewers also met with faculty, students and staff from the Department.

#### **Outcome:**

The Joint-Committee on Quality Assurance asked that the Decanal Implantation plan be updated and expanded. Follow-up report was finalized in Autumn 2014. Final Assessment Report accepted in April 2015. The 18-month follow-up report due in October 2016.

## **Program Strengths**

- Option of an international Bachelor of Arts, annual student symposium, student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students.
- Responsive to student input with result that tutorials have been added to large introductory courses and several courses have been revised in terms of content and format, including the Capstone ILST 4501.
- Students appreciate bilingual nature of program, its interdisciplinarity, small class size, and student diversity (including international students). The International Studies Student Organization is strong.
- High rate of retention to graduation

## **The Decanal Agenda of concerns identified several issues for the reviewers to consider**

- How to understand decline in number of majors, particularly given departmental organization, and account for the length of time to completion
- How to understand the relationship between International Studies and other Departments, particularly in terms of elective course offerings
- How to determine whether or not students are prepared effectively for pursuit of graduate study
- How to understand low registration for internships

## **The Reviewers made several recommendations intended to strengthen the program's identity and curriculum**

1. Rename the "Resources and Wellbeing" cluster so that it more closely reflects the material found in that cluster of courses.
2. Explore partnerships for cross-listing courses with other academic units on campus.
3. Rationalize its optional courses so that those that are retained clearly contribute to the pillars identified by the program.
4. Ensure that disciplines other than Political Science figure more prominently in the program.
5. Review the material covered in each International Studies course to reduce redundancies as much as possible.
6. Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship.
7. Explore the development of a co-op option within International Studies.
8. Examine ways in which students can benefit from second-language support when taking International Studies courses in their second language, including developing a mechanism to direct students towards the language courses that are most appropriate given their abilities and language acquisition ambitions.
9. In order to preserve the stability and continuity of the program, the fourth tenure-track position should be replaced with a tenure-track appointment if the person currently holding the position does not return to International Studies at Glendon College at the end of her leave.
10. Regional clusters ("area studies") within the program should be developed through collaboration with other academic units already offering courses in these areas.
11. The Department of International Studies should offer a minor in IS.
12. The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.

## Decanal Implementation Plan

A Decanal Implementation Plan submitted by Principal McRoberts responds to each recommendation extracted from the consultants' report. The Plan supports several changes that would be initiated at the program level and advanced through internal processes and identifies recommendations that have already been implemented. An updated plan was provided by Principal Ipperciel to provide timelines and assurance that the Office of the Principal is involved in implementing changes. The program also provided an update, which is reflected in the summary below.

The following recommendations are in the process of being implemented:

- Courses cross-listed with other programs are being made available to students to satisfy the 'outside the major' requirements, and changes to the governance structure of the department facilitate such collaboration. One result has been the increase in course offerings with an international focus in both French and English.
- Enrolment patterns are being used to rationalize optional course offerings, and a process for reviewing courses to address redundancies has been established.
- The professional internship is being revitalized to increase student participation. This initiative has been deemed preferable to the introduction of a co-op option.
- One tenure track replacement position has been authorized.
- A minor in International Studies is scheduled for September 2016 launch.

The department is also working with the Office of the Principal to address two decanal issues that were not addressed by the review report: the ability for students to complete the program in four years and student success in entering graduate programs. The program identifies initiatives designed to increase major enrolment, and there is some indication that, while applications continue to decline, acceptances are showing signs of increasing.

The review report made three recommendations for which the department provided reasons for not implementing. The report raised a concern about the strength of the program's interdisciplinarity given the fact that it is housed in a department consists of faculty members identified with the discipline of political science. The Principal agrees with the department that it is not necessary to reflect the interdisciplinary nature of the program in department members because the program's governance structure ensures appropriate collaboration with other contributing units. The Principal also agrees that the Centre for Second language Study will take primary responsibility for providing students with second language support. Finally, in response to a recommendation to develop regional clusters in addition to its thematic clusters. The Principal agrees that the development of regional clusters in collaboration with other programs is too ambitious an undertaking to develop formally, and the fact that student interest is matched with faculty research expertise where possible achieves the aim of the recommendation to the best extent possible at this time.

## Summary

The International Studies program, the annual student symposium, the student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students. The program demonstrates its commitment to ongoing improvement. It has identified further enhancements that have been endorsed by the consultants and encouraged by the Principal. Among the plans already begun is a review of course offerings that may satisfy the "courses outside of the major" requirement. This has resulted in an increase of major courses available in French and in English. A tenure track appointment has been authorized. The program is also focused on student success in the areas of experiential education, student completion times and student success in entering graduate programs.

Alice J Pitt, Vice-Provost Academic  
April 2015



## Mathematics and Statistics, Undergraduate, Faculty of Science

### Cyclical Program Review – 2006 - 2014

#### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

#### Program description:

The Department of Mathematics and Statistics offers BA, Honours BA, BSc and Honours BSc degree programs in six subject areas.

- applied mathematics
- computational mathematics (Honours BSc only)
- mathematics
- mathematics for commerce (BA and Honours BA only)
- mathematics for education
- statistics

Program	New Registrations (heads) 2013	Enrolment FTES 2013	Degrees Awarded 2013
Applied Mathematics	41 (2014)	103 (2014)	9 (Hons) 7 (Bachelor)
Computational Mathematics	4	11	3
Mathematics for Education	28	76	17
Mathematics for commerce	46	140	14 (Hons) 5 (Bachelor)
Mathematics	19	82	5 (Hons) 9 (Bachelor)
Statistics	11	40	6 (Hons) 6 (Bachelor)

#### Reviewers appointed by Vice Provost Academic:

Yvan Saint-Aubin, Professor, Département de mathématiques et de statistique, Université de Montréal

Peter Taylor, Professor, Department of Mathematics and Statistics, Queen's University

Paula Wilson, Undergraduate Program Director & Senior Lecturer, Department of Biology, York University

#### Site Visit: March 19, 20, 2015

The reviewers spent two days at York University where they met with key administrative personnel, including the Vice-Provost Academic. On the Keele campus the reviewers met with Associate Deans from the Faculty of Science, the Chair of the Department, the Undergraduate Program Director and coordinators for Mathematics for Education, Pure Mathematics and for Statistics. In addition they met with the Faculty of Education Coordinator for Mathematics as a teachable subject and the Science Librarian. There were opportunities to meet with faculty members and groups of students. At the Glendon campus on March 20<sup>th</sup>, the reviewers met with the Vice-



Principal Academic the Chair of the Department. Lunch was held with students from the Glendon Mathematics program.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response addressed the most salient of the reviewers' recommendations. A follow-up report will be due in May 2017 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.

**Program Strengths:**

Learning outcomes for each of the mathematics programs are clearly laid out. Overall the programs provide strong and diverse curriculum in key aspects of mathematics education. The faculty members are dedicated to teaching and have expertise that covers many fields. The innovative course MATH 1200, *Problems, Conjectures and Proofs* has great potential, as does the two week math tutorial offered prior to term. Students benefit from the excellent Math-Stats Lab as well as coop and summer research opportunities

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

Faculty workload distribution between junior and senior faculty members needs to be reviewed. Some faculty members provide courses at Glendon, and this may be becoming a burden on the Department. The structure of the department with three streams seems to work well, in spite of the fact that faculty members are housed in various areas of the campus.

Program structures need to be simplified. The common first year could be extended to a year and a half allowing students to cover more foundational work before selecting a stream. The computational program should be phased out as well as the international dual degree program. The statistics program should consider not having streams. Analysis of big data is a growing field and an opportunity for the Mathematics and Statistics department to explore. A new stream in financial mathematics, combining the strengths of existing streams, could be of great interest to students. All programs have higher level courses in which more attention can be paid to problem-solving, group work, student presentations and one-on-one interaction.

**Decanal Implementation Plan (selected)**

The Dean's Implementation Plan offers a summary of the strength and weakness highlighted in the self-study and by the reviewers and outlines clear plans for a number of the recommendations, many of which will be undertaken in 2015 and 2016, others which will extend through to 2018.

The Department of Mathematics will begin the governance processes to close Computation Mathematics and the international dual degree programs in 2015. Restructuring of the programs has been discussed by the Executive Committee and work on this through committees and Faculty Council (and ultimately Senate) will begin in 2015 and continue through to 2017. Consideration of a single 90-credit degree program will begin in 2016. This will coincide with work on expanding the common year to a year and a half and a review of capstone courses with a view to increase experiential educational opportunities. Faculty complement plans will be finalized over the next two or three years.

**Summary**

Overall the programs are very good offering diversity in mathematics education. The faculty members are dedicated to teaching and have expertise that covers many fields. The external reviewers felt that the program structures could be simplified and made a number of specific recommendations related to streams and courses. The Dean's Implementation Plan outlines clear plans for a number of the recommendations, with action to be undertaken between 2015 and 2018. In addition, a faculty complement plan will be finalized over the next two or three years.

Alice J Pitt, Vice-Provost Academic  
November 2015



## **Mathematics/Mathématiques, BA and IBA, Glendon**

### **Cyclical Program Review – 2006 - 2014**

#### **Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: October 2015**

#### **Program description:**

The Mathematics BA and IBA options at Glendon include Specialized Honours, Honours, Bachelor (BA only) and an Honours minor option. Mathematics may also form part of a double major. The first year core courses are offered in French and in English each year. The mathematics program offers courses that are an important support for Glendon's other programs and is one of the teachable subject options for students pursuing the BEd.

<b>Program</b>	<b>Accepts 2014</b>	<b>Enrolment FTEs 2014</b>	<b>Degrees awarded 2014</b>
<b>BA Hons</b>	<b>2</b>	<b>20</b>	

#### **Reviewers appointed by Vice Provost Academic:**

Yvan Saint-Aubin, Professor, Département de mathématiques et de statistique, Université de Montréal  
Peter Taylor, Professor, Department of Mathematics and Statistics, Queen's University  
Paula Wilson, Undergraduate Program Director & Senior Lecturer, Department of Biology, York University

#### **Site Visit:** March 19, 20, 2015

The reviewers spent two days at York University where they met with key administrative personnel, including the Vice-Provost Academic. On the Keele campus the reviewers met with Associate Deans from the Faculty of Science, the Chair of the Department, the Undergraduate Program Director and coordinators for Mathematics for Education, Pure Mathematics and for Statistics. In addition they met with the Faculty of Education Coordinator for Mathematics as a teachable subject and the Science Librarian. There were opportunities to meet with faculty members and groups of students. At the Glendon campus on March 20th, the reviewers met with the Vice-Principal Academic the Chair of the Department. Lunch was held with students from the Glendon Mathematics program.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due February 2017.

#### **Program Strengths:**

- The program level expectations are clearly laid out and include some "emerging competencies" that focus on the ability to apply mathematics to real world problems
- Students clearly appreciate the small class size at Glendon and the ability for interactive discussions with faculty members.
  - The program has developed courses at upper levels to support Economics program requirements as well as a course that supports both majors and students in the Concurrent B. Ed (French Immersion) program.

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

- While classical teaching methods are effective, Glendon seems to be ideal for project based learning which will readily support the “real world problem” approach and build practical collaboration and team work skills.
- The 3000 and 4000 level courses are well chosen but do not prepare students for further studies in mathematics.
- Although the department has been creative in ensuring necessary courses are offered at Glendon and facilitates students taking courses at the Keele campus, the current program is not sustainable with the current faculty complement.
- Several options for realignment of the program could be considered but each presents its own challenges for the depth and breadth of offerings and for the capacity of the unit to advance professors' scholarly careers in mathematics.

**Principal's Implementation Plan (selected)**

The program response to the review report provided detailed discussion of various options that demonstrates a solid understanding of the context and the implications of the various options. Principal's Implementation Plan focusses primarily on the sustainability of the Mathematics program at Glendon. Because of the complementarity with other programs at Glendon, such as the new BSc in Biology, closure of the program is not being contemplated. The administrative merging of the Mathematics Department with the Economics Department at Glendon is anticipated in 2016. The Principal's Implementation Plan also notes that there is an option for some introductory mathematics to be taught by new hires in other programs. Glendon will work with the Keele Mathematics program to ensure clarity around courses at Keele that can count towards the Glendon degree. A Mathematics preparatory “camp” offering foundation tutorials for new students is being explored for 2016/2017.

An update on the action items of the Mathematics program implementation plan will be provided in the March 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic  
November 2015



## Music, Undergraduate

(School of Arts, Media, Performance and Design - formerly the Faculty of Fine Arts)

Cyclical Program Review – 2004 - 2012

Final Assessment Report and Implementation Plan

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

### Program description

The Department of Music at York University offers an innovative, comprehensive program which integrates academic studies and studio training across a wide range of musical cultures and traditions.

The program is designed to help students develop the knowledge and skills required to perform, research and create music in a variety of styles and contexts. While the curriculum is grounded in traditional western concepts and practices, it also incorporates new and alternative approaches to musical understanding and creativity. Along with classical music, jazz, world musics, contemporary repertoire, and electronic and digital applications all figure prominently in the program.

York University's Faculty of Fine Arts offers degree programs in Music leading to:

- Bachelor of Fine Arts Honours (BFA Hon),
- Bachelor of Arts Honours (BA Hon), and
- Bachelor of Arts (BA) degree.

Students concentrating in studio work (performance or composition) graduate with a BFA Honours degree. Those concentrating in music history and theory graduate with the BA or BA Honours degree.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Major 1, Major 2, Minor	132	589	104 (BA Hon), 5 (BA)

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

Dr. Debra Cairns, University of Alberta (External)

Prof. Michael Cabianca, Department of Design, York University (Internal)

**Site Visit:** March 13-14, 2013

**Outcome:** The Joint-Committee on Quality Assurance concluded that a meeting with the Dean of the School of Arts, Media, Performance and Design and representatives of the Music Department would clarify action items, responsibilities and timelines. This meeting took place on May 21, 2015. An additional Dean's Implementation Plan was submitted on June 19, 2015. A follow up report is due in December 2017.

### Program Strengths:

- The review report notes significant strengths in jazz and world musics with studio studies (voice, guitar, piano) as emerging strengths; ethnomusicology and composition also distinguish the program;
- The diversity of offerings and curricular flexibility are noted strengths (with caveats noted below), and experiments that integrate music with other arts practices within AMPD are promising;



- Degree level expectations and student learning outcomes are clearly articulated and conceptually strong;
- Space resources are very good in terms of rehearsal, studio and performance space as well as computer and keyboard labs. The planned addition of a combined resource/teaching/research room dedicated to the creation of music in response to a visual sources may differentiate York and is applauded;
- The music library resources are excellent with impressive collection of print and recording (aural and visual) sources that create substantial body of offerings in jazz, world music and classical and that are being made available online;
- The creation of the Oscar Peterson Chair has added new vitality and is a coup for York;
- The program has well-developed materials to direct students to employment/career opportunities.

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

The review report has provided detailed recommendations in a number of areas that are summarized here:

- The diversity of the program, a traditional strength, may not be sustainable, and clear strategic directions need to be established in a context of fierce competition in the Toronto area in order to distinguish York;
- While students appreciate the breadth of offerings, they also seek greater concentration in upper years in order to build their capacity and make them more competitive for graduate level studies;
- In combination with curricular revision to focus the program, an adjusted complement plan with aligned priorities needs to be developed;
- More effective means for maintaining and renewing instruments needs to be created, and solutions for suitable and sufficient practice space for students and teaching space for performance instructors need to be generated;
- The practice of offering individual lessons to non majors as well as the number and range of ensembles need to be reconsidered;
- The program would be well-served by establishing clearer governance structure for its departmental and committee meetings and membership;
- Attention must be given to student concerns, raised in the student survey, that they are not always treated with respect and that professors do not always set an acceptable professional example.

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

Dean Sellers-Young's decanal implementation plan noted that the implementation of the plan would unfold in the context of a university academic program review and a new budget model. Further noting that providing new practice rooms or sound-proof offices could not be contemplated at this time, she focuses her plan on three areas summarized below:

#### **Curriculum/Strategic Planning**

- The plan encourages the program to continue its efforts towards integrating classical music performance with the areas of strength in order to take advantage of entrepreneurial innovation that is currently characterizing a vibrant Toronto scene;

elaborating studio performance curriculum holds promise for expanding the institutional possibilities of 'symphony' and 'opera' into a vibrant freelance scene with a focus on small ensembles and collaborative multi-disciplinary frameworks.

- It also sees value in developing inter-departmental studies in films, music composition and video-gaming composition in order to create distinctive and differentiating program strengths.
- The plan endorses the Department's interest in developing a framework for music education aimed at studio teaching and community arts programs in recognition of a global music industry with intersecting influences of traditional, popular and world music on music studies and composition.

#### Student Success and Satisfaction:

- The plan endorses the department's interest in developing an e-learning opportunity to close the gap between some student's background and the core curriculum as well as an opportunity for students to demonstrate mastery and waive requirements.
- The department is in the process of developing upper year areas of concentration that responds to student interest, revising the student handbook to better articulate program requirements, and creating certificate programs in collaboration with other departments in AMPD and with Seneca.
- The plan encourages the department to expand and formalize internship opportunities, particularly in light of developments in music education, entrepreneurship, and composition for digital venues.
- The dean requires the Music Department to communicate to faculty the expectation that students be treated with respect and to include a statement in printed material directing students to the appropriate resources if necessary.

#### Governance:

- The plan notes that the department has, over the past three years, undertaken some of the suggestions made in the review report. The dean encourages further evolution in this regard.

Program members and Dean Brixey, who assumed his role in July 2014, met with the Joint Sub-Committee on Quality Assurance, and Dean Brixey was asked for an updated implementation plan. The implementation plan submitted in June 2015; it builds on the earlier plan, but important details have emerged. Specifically, the articulation and promotion of the Department of Music's distinctiveness amongst its competitors will be strengthened and new programs developed, specifically in Composition and Sound Design for Films, Games, and Motion Media, reinforcing the department's interdisciplinary connections within the School. The Department will explore program opportunities with Seneca College with a focus on the new Markham campus. Plans also include the allocation of core courses to full-time faculty and a focus on faculty complement renewal. A focus on mentorship, experiential opportunities, clarified areas of study and opportunity for electives are the focus of student-centred curriculum plans.

#### Summary

The program boasts significant strengths in jazz and world musics with studio studies (voice, guitar, piano) as emerging strengths; ethnomusicology and composition also distinguish the program. The diversity of offerings and curricular flexibility are noted strengths (with caveats noted below), and experiments that integrate music with other arts practices within

AMPD are promising. Future plans for the Department focus on student needs, including experiential opportunities. New programs that reinforce the department's interdisciplinary connections within the School and opportunities for collaboration with institutional partners at the new Markam Campus will be a part of the programs plans to articulate and promote the Department of Music's excellence and its distinctiveness amongst its competitors.

Alice J. Pitt, Vice-Provost Academic  
July, 2015

## Social Work, Undergraduate (BSW), Faculty of Liberal Arts and Professional Studies

### Cyclical Program Review – 2004 - 2012

#### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

#### Program description

the School of Social Work confers honours social work degrees at the bachelor's level (BSW) through the Faculty of Liberal Arts and Professional Studies. The BSW Undergraduate Program includes two streams: BSW Direct Entry (for students from high school or with a college diploma) and BSW Post Degree Entry.

The full-time Direct Entry BSW stream, started in 2001-02, accepts students directly into first year and offers courses during the day and evening. The program is normally completed in four years. The Post Degree program requires a university degree to be admitted. This program offers courses in the day and evening and could take a minimum of two years to complete. The Post Degree program was developed for university graduates who are social work practitioners and wish pursue a career in social work.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Social Work	205	503	129

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

Dr. Ken Barter, School of Social Work, Memorial University, St John's, Newfoundland  
Dr. Don Dipppo, Faculty of Education, York University

**Site Visit:** March 20-21, 2014

The site visit included meetings with senior academic leadership at York University, including Vice-Provost, Alice Pitt; Vice-Dean of LA&PS, Kim Michasiw; Undergraduate Program Director, Atsuko Matsuoka; and Director, Barbara Heron. The reviewers also met with faculty members, field instructors, several groups of students and staff members.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

#### Program Strengths:

- The review report states, "The School of Social Work, given its mission, strategic planning values and objectives, adequately reflects the University's Mission Statement in action through being dynamic, innovative, diverse, [and through] critical exploration and commitment to social justice and equity." A faculty-led initiative, New Opportunities for Innovative Student Engagement (NOISE) was identified as an "excellent indicator of the school's mission in action." The school's mission and objectives are "intricately embedded in curriculum, teaching and student learning."
- The School has excellent facilities, and its faculty members are committed to ongoing review of curriculum and responsive to student concerns.



- The relationship between the School and the Library is excellent; the Library is well-resourced and “librarians pointed out that social work students and faculty are among the most frequent and knowledgeable users of Scott Library.” Librarians were also commended on their support for students requiring accommodations and their high level of expertise on social work topics.
- Field instructors provided very positive comments and describe students as well-prepared for placements; these instructors value the school’s critical perspective and anti-oppressive framework.
- The school’s data base for field education that outlines agencies, field instructors, learning contracts, timelines, evaluation dates, etc. was described as “truly impressive” and relatively unique in schools of social work.

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

- Given the diversity of the student population, comprised of direct entry, post-program and college transfer students, the report recommended that the gateway course for direct entry students (SOWK 1011) be completed prior to admission to Social Work.
- Concerns were raised by students about overlap or repetition in course content; they also identified gaps in the curriculum in relation to Aboriginal, disability and self-care content. Students also expressed an interest in more opportunities to develop practical skills in their coursework.
- A more active student association was encouraged to deepen student engagement and provide a forum for improving student experience in relation to accommodations. The report also encouraged development of a Field Instructor Association as a way to strengthen field instructors’ engagement with the program.
- The report encouraged exploration of placements in two years of the program rather than one extended placement.
- The large course format for first year courses provides a good use of resources and opportunities for tutorials led by graduate students; however, the report recommends that caps upper-level core and elective courses be reduced to improve student experience.
- Additional full-time tenure stream faculty members are needed to maintain complement strength in face of retirement.

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

The program provided a fulsome response to the report’s suggestions and recommendations and further demonstrated its commitment to strategic and ongoing planning and review. The program has made significant progress towards addressing the gaps in curriculum and has clear plans for addressing the perception of overlap/repetition in course content as well as the issue of ‘practical skills’. The Joint Sub-Committee encourages review of student learning outcomes to improve students’ understanding of development in areas where concepts and issues are returned to over the course of the program. The student association has been revitalized and is working with the program and Counseling and Disabilities Services to improve support.

The program, with the support of the Dean’s Office, will evaluate the role of SOWK 1011, a relatively new initiative, in terms of its role to provide a foundation for direct entry students.

The program's ongoing assessment of its diverse student population indicates that college transfer and post degree students do demonstrate prior learning that justifies their exemption from this course. The program has also provided a compelling rationale for maintaining a single 700-hour placement on pedagogical grounds and good reasons, given the difficulty of securing sufficient high quality placements, for continuing this practice. The Dean is satisfied with the program's position and suggests that the suggestion may be taken up again if other logistical issues are resolved.

On issues relating to curriculum and student experience, the Decanal Implementation Plan endorses the program's ongoing initiatives, offers support, and indicates that the Dean's Office will monitor progress.

The plan acknowledges the staffing needs of the unit, points out resources that have been provided and indicates its support of a complement replacement plan to ensure a the maintenance of the current size of the complement; additional full-time faculty will be added as warranted by growth in enrolment.

The plan cites an initiative within LA&PS to provide on-site technical support and commits to providing the resources necessary to maintain and improve the data base.

The plan identifies the possibility of appointing some or field instructors as formal adjunct faculty as one way to further enhance the school's relationship with these important colleagues. The Dean's Office has engaged the Office of Faculty Relations in this discussion.

### **Summary**

The review report states, " The School of Social Work, given its mission, strategic planning values and objectives, adequately reflects the University's Mission Statement in action through being dynamic, innovative, diverse, [and through] critical exploration and commitment to social justice and equity." The School has excellent facilities, and its faculty members are committed to ongoing review of curriculum and responsive to student concerns. The review recommended the restructuring of some courses to avoid overlap and that the gateway course be completed prior to admission to the program. Other recommendations focused on ways to deepen student engagement and the student experience. The Dean's Implementation plan outlines specific actions and timelines for a review of the curriculum and plans to address the faculty complement renewal.

Alice J. Pitt, Vice-Provost Academic  
November, 2015

## **Annual Report of the Vice-President Academic and Provost to Advisory Committee on Non-Degree Studies**

**September 2013 to August 2014**

**Prepared by Alice Pitt  
Vice Provost Academic**

### **Background**

The University maintains a strong interest in the development and implementation of non-degree activities, as these activities have the potential to enhance York's reputation as a comprehensive and innovative University, promote lifelong learning and support access to post-secondary education, diversify revenues streams for the University and provide an opportunity for Faculties to explore new and emerging areas of professional studies. Furthermore, non-degree studies advance several academic priorities as outlined in the Provostial White Paper and University Academic Plan 2010 – 2015 (e.g. academic quality, comprehensiveness, engagement and outreach, internationalization). In recognition of the important role that non-degree studies plays in across the University, the UAP also identified the need to “expand and enhance the coordination of continuing and professional education programming.”

Following a review of continuing and professional education at York initiated in 2011 by the Vice President Academic & Provost, a position of Executive Director -- Continuing and Professional Education (reporting to the Vice President Academic & Provost) was created in 2013 to centralize continuing education operations across several academic Faculties and units at York. In November 2014 Senate approved “the transfer of the Division of Continuing Education from Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost, and Renaming the Division the School of Continuing Studies.” This new School will file its first report, which will include the activities of the York University English Language Institute (YUELI), in response to a call issued in the Winter 2016 for activities from September 2014 – August 2015. The Advisory Committee will recommend changes to its membership to include the Executive Director of the School of Continuing Studies.

In October 2014, the Office of the Vice Provost Academic issued a call to all Faculties and Research Centres to provide a report of all non-degree studies activities for the period of September 2013 to August 2014. Faculty Deans were also asked to confirm the consistency of their offerings with the Senate approved Principles and Procedures Governing Non-Degree Studies (endorsed by CCAS and APPC in 2003) as follows:

- Non-degree studies activities should complement the academic mission of a Faculty or of the University, and should not compete with degree programs.
- Faculties should be responsible for their own non-degree studies activities.
- Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree program activity.
- Faculties and other offering units should act co-operatively in non-degree studies activities so that counterproductive competition is avoided.
- The regulatory framework governing non-degree studies should be flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative,

budgetary and academic oversight.

The term “Non-Degree Studies” encompasses a wide range of activities. These include very short, highly specialized courses of a few hours duration, longer courses mounted on varying schedules to meet the needs of specific audiences, series of courses structured to form coherent programs or certificates in particular areas and similar activities. These courses, programs, certificates and activities frequently respond to the needs of external audiences and clients for the development of particular skills and knowledge, though some are of more general interest. Some are designed to enable potential students who do not possess the normal requirements for entry to some programs to upgrade and show competence to enable waiving of the requirement; thus supporting the University’s overall commitment to improving access to post-secondary studies. Some non-degree activities are offered on a continuing basis, while others are one-time-only and may be designed in collaboration with or to meet the lifelong learning needs of external partners.

The Office of the Vice Provost Academic prepares the report, on behalf of the Vice President Academic & Provost.

## **Faculties**

### **Faculty of Education**

The Faculty of Education offers many professional development courses for teaching professionals (e.g. members of the Ontario College of Teachers) to gain recognized credentials to advance their teaching and/or educational administrative careers. Courses are offered through various formats, including fully online, blended and face-to-face and throughout the year, in order to meet the needs of working educators.

Additional Qualification (AQ) courses are designed to deepen knowledge and skills within the divisions and subjects that certified teachers are already qualified to teach in and AQ courses are designed to build teachers’ capacities for curriculum development and leadership within particular courses or programs. Additional Basic Qualifications (ABQ) courses are designed to expand teachers’ knowledge and add another division and/or general studies area to what they currently are qualified to teach. ABQ courses can prepare teachers to teach at new levels (e.g. primary, junior, intermediate or senior), prepare teachers to work in another official language and/or support general professional practice in a new area. The Faculty also offers professional development for senior education administrators through the Principals Qualification Program (PQP) and Private School Principal (PSP) Program, with programs designed to meet the leadership needs of each sector. The PQP is fully accredited by the Ontario College of Teachers and is developed in consultation with senior administrators from public school boards and offers candidates flexible course delivery options, opportunities to learn from colleagues from other boards and access to high quality course leaders/guest speakers. The PSP Program, developed in partnership with the Ontario Federation of Independent Schools, is offered through a two-part series format to prepare prospective and current leaders in private school education. Part 1 focuses on leadership practice and competencies and Part 2 focuses on the education system practices and procedures.

Over the September 2013 to August 2014 period, the Faculty of Education offered 91 accredited courses with an overall enrolment of 7644 students.

The Faculty of Education also provides non-degree study options designed to meet the professional development needs of teachers/education administrators outside of Ontario and/or internationally. A total of 14 International Professional Development courses were offered to 365 registrants in China, Switzerland, Norway, Saudi Arabia, South Korea and Germany.

Three new Additional Qualification courses developed and offered under decanal authority: Alternative Education, Kindergarten Course Certificate Part 3 – Leadership and Senior Basic Dramatic Arts. Each course anticipated enrolment of 25 students.

## **Faculty of Fine Arts**

Launched in 2012, the Faculty of Fine Arts offers workshops/courses in dance, film, digital media, music, theatre and visual arts during the late spring and early summer months. Under the banner of the Fine Arts Summer Intensive (FASI), these non-degree offerings, are delivered in formats that range from half day workshops (e.g. dance workshop) to summer intensive courses over a two week period (e.g. Digital film making boot camp). FASI programming is made available to current students interested in supplementing their academic program with intense and accelerated experiential learning, pre-professionals, professionals and general interest hobbyists. FASI has also established a partnership with both the York Region and York Region Catholic School Boards to offer Grade 11 and 12 students in Specialist High Skills Majors (Drama/Visual Arts) Introductory courses in lighting and figure drawing.

During this reporting period, FASI offered a total of 17 ‘courses’ in Dance, Film, Music, Theatre, Visual Arts and Digital Media for approximately 170 participants, representing a significant increase over the previous year. Ongoing review identifies barriers to program participation and examines the effects of changes made to increase participation and control costs.

The Fine Arts Summer Intensive has proven to be an effective recruitment and outreach initiative when registration minimums are met and modules run. FASI 2014 made some exciting progress in types of programming and experiential learning/training available to pre-professional students.

## **Faculty of Health**

Established in 2009, non-degree studies within the Faculty of Health are offered through the Health Leadership and Learning Network (HLLN). HLLN’s programming is designed to meet the professional development or certification needs of health professionals (including Faculty of Health alumni), support leadership development, incubate and test new pedagogical formats and enhance knowledge mobilization across health-related sectors.

Through a variety of ‘short’ courses, HLLN offers continuing, professional and executive education that aligns with the Faculty of Health’s focus on “First Health then Medicine” and incorporates social determinants of health, health promotion and prevention perspectives. Courses are also designed to meet the needs of primary care professionals as well as practitioners and staff in health-focused non-profits, social services and the public sector. During this reporting period, HLLN continued to offer the following previously approved courses:

- Canadian Registered Nurses Examination Preparation (3 sessions)
- Creating Employee Engagement Workshop (1 session)

With Decanal approval, the following new courses were developed and offered:

- Certificate in Clinical Leadership (2 sessions)
- Project Management for Health and Social Services (2)
- Health Coaching Certificate (2)
- Persuasive Technology for Health Behaviour (3)
- Critical Incident Review Training (2)
- Motivational Interviewing (2)
- OSCE preparation workshop (monthly meeting based on need)
- Palliative Care Management Across the Continuum – an introduction (2)
- Introduction to the Foundation of geriatric Care (2)
- Clinical Nurse Educator Certificate-- Distance Learning (1 session)
- Certificate in Aging – for health professionals and health care program leads (1)
- Digital Storytelling for health care and clinical education (2)

In total 605 students were enrolled in 16 programs.

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

Within the Faculty of Liberal Arts and Professional Studies, the Division of Continuing Education (DCE) was responsible for delivery of all non-degree studies offerings. Over the period of September 2013 to August 2014, it offered a wide range of non-degree studies courses and certificates with a total of 131 courses running over their winter, summer and fall terms with a total enrolment of 1,368 students across all courses. DCE was dissolved by Senate in October 2014.

Courses offered through DCE encompass professional development, non-credit certificates and academic bridging or preparation courses intended to support transition into degree studies. Categories of offerings and courses provided include, but are not limited to:

- Academic Bridging: Pre-University Humanities, Pre-University Social Science
- Academic Preparation Courses: Mathematics for Admissions Waiver
- Certificate Programs: Family Mediation, Infant Mental Health, Dispute Resolution
- Professional Development and Customized Professional Development: Conflict Management in the Workplace, Oracle Database, YWCA Staff Workshop

### **Glendon**

Glendon's Extended Learning offers a range of courses that support language acquisition (English, French and Spanish) from beginner to advanced levels. During the reporting period, Glendon offered French as a Second Language, Communications and Subtitling courses for a total of 26 offerings. Under decanal authority, Glendon also developed and offered "Language and Cultural Immersion – Intermediate Level. A total of 552 students participated in Glendon's non-degree studies programming during this reporting period.

### **Osgoode Hall Law School**

Osgoode Professional Development offers non-credit programming to lawyers and others in the legal profession to refine and update specific legal practice skills and also offers professional development

to non-lawyer markets on various legal issues. Program offerings are recognized as continuing professional development. Courses offered include half-day, full-day and two day seminars as well as certificate programs ranging from five to eight days in duration. It is the only law school in Canada that provides practical legal education for executives and non-law professionals, including business executives, teachers, healthcare administrators, human resource professionals, compliance officers and law enforcement officials.

From the period of September 2013 to August 2014, Osgoode Professional Development offered 113 courses/programs to a total of 5,083 registrants. The Faculty also continues to expand its online offerings and has re-broadcasted several online programs developed in previous years.

### **Schulich School of Business**

The Schulich Executive Education Centre (SEEC) is the primary vehicle for designing and offering non-degree instructional activities at Schulich. Schulich courses include custom courses/programs for 53 corporate, non-profit and governmental partners with a total of enrolment of 4,814 students during the Sept 2013 to August 2014 period. SEEC also offers open courses/certificates and, over the same reporting period, provided 99 courses/ certificates to 2,310 students. As part of its mandate to support executive leadership development, Schulich continues to provide training for over twenty charitable (non-profit) organizations representing health, arts and culture, environmental, justice/legal services, housing, food security and children's services sectors. In total, 7,124 students were enrolled in 157 programs.

New programs offered under decanal authority included the Associate Deans Program (York), managing Inter-Departmental Conflict for Enhanced Performance, Mergers, Acquisitions and Divestitures: Planning and Executing your M&A Strategies, Strategic Public Sector Management, and Succession Management for Sustained Business Continuity.

### **Other Faculties**

The following Faculties indicated that they did not have non-degree studies activities to report:

- Science
- Lassonde
- Environmental Studies

### **York University English Language Institute (YUELI)**

During the September 2013 to August 2014 period, the York University English Language Institute offered English language instruction across various program options. Many YUELI students choose to study full-time over two to 32 weeks in duration, depending on the course/program. YUELI offers university preparation program aimed at improving language skills for non-native speakers. In 2012, YUELI launched its new YU BRidge program, a unique program designed for high achieving high school graduates to be admitted to degree programs (taking up to 9 academic credits in Liberal Arts or Science) at York combined with English language courses. From September 2013 to April 2015, a total of 144 students were admitted to York via the YUBridge program, and 129 (90%) continue to be registered in York University undergraduate programs. Demand for the YUBridge program continues to be strong, and the retention rate in undergraduate degrees is significant.

YUELI also offers a number of pre-University or professional studies programs to help international students planning to pursue Canadian undergraduate, professional or graduate degree programs (e.g. MBA) improve their English language skills. Customized programs or courses are also offered to develop career-specific language skills among new immigrants, international students and/or international industry partners.

In total, over this reporting period, YUELI offered a total of 11 individual courses/programs to 2051 students.



Political Science [Professor Karen Murray](#) was awarded the Killam Visiting Professorship in Canadian Studies at Bridgewater State University in Massachusetts.



History [Professor Alejandro Sinner](#) and students Kimberly McCullough, Ashwyn Grewal and Daniel Jankulovski won first prize for best poster at the annual meeting of the Archaeological Institute of America.



Kinesiology student [Haya Jumaa](#) earned two gold medals at the 2016 Karate Canada Nationals.



The Ontario Council for International Cooperation selected graduate student [Ashley Rerrie](#) as one of seven participants in the Global Changemaker Youth Ambassadors program as a part of the 2016 International Development Week.



Osgoode postdoctoral fellow [Sagi Peari](#) was awarded a SSHRC Connection Grant to support a symposium on the Court Jurisdiction and Proceedings Transfer Act that Osgoode will host in October 2016.



[Schulich School of Business](#) was ranked 24th in the world and 1st in Canada in the annual global MBA survey conducted by CNN Expansión.



Lassonde [Professor John Moores](#), postdoctoral fellow Christina Smith and students Jake Kloos and Casey Moore have been selected by NASA to provide scientific and operations support to the Mars Science Laboratory Mission.



Osgoode Hall Law School celebrated [Black History Month](#) by unveiling a composite photo of 303 black law students who graduated from Osgoode over the past 115 years and by awarding the 4th annual Lincoln Alexander Award to Yolande Edwards.



York Institute for Health Research Director and [Professor Jianhong Wu](#) was selected by Universities Canada as one of 14 Canadian innovators to meet with high school students, science policy makers and Parliamentarians in Ottawa as part of the Innovators to Know initiative.



Faculty of Education alumna [Alison Gaymes San Vicente](#) was named one of Canada's Outstanding Principals by the Learning Partnership.



[Seven Schulich students](#) were chosen as semi-finalists in DeGroote School of Business's Canada's Next Top Ad Executive competition.



2015 President for a Day and student Senator [Sayjon Ariyaratnam](#) was part of the first prize winning team of the 2016 Japan-Canada Consortium student forum in Tokyo.



Undergraduate student research was celebrated at the [2016 Undergraduate Research Fair](#) hosted by York Libraries. Prizewinners included:

- Best Lower-Year Project: Laura Galin-Corini and Ana Janic
- Best Upper-Year Project: Marissa Chase
- Best Honours Thesis or Major Research Paper Project: Maansi Malhotra
- Best Group Project: Shulamit Diena, Stephanie Bergman, Carla Florella Perez, Talia Silver
- Best Poster and Presentation: Alexander Gordon
- Information Literacy Award: Khalidha Nasiri
- People's Choice Award: Lu Li
- Artwork Award: Juliana Giancola



The [2014 York Lion's men's soccer team](#) was named team of the year in the Toronto Sport Hall of Honour's 2015 inductions, and former field hockey coach Dr. Marina van der Merwe was inducted in the Sport Legend category.



Lassonde student [Mohit Gummaraj Kishore](#) was part of the team that won second place at the Scotiabank Hack IT challenge.



Lions athlete [Alexandria Town](#) won bronze at the CIS Championships, becoming the first female wrestler in the history of the York Lions wrestling program to win a CIS medal.



Student [Deanna Lentini](#) founded an initiative called FixThe6ix to help address poverty in Toronto. The organization collects partially used or unwanted gift cards to give to homeless citizens of Toronto.



Schulich student [Sakshi Kanda](#) was a recipient of the \$25,000 Heather L. Main Scholarship. The award comes with a paid summer internship at a major financial institution.



[Schulich School of Business](#) MBA program was ranked among the top 35 in the world for landing a career in investment banking by eFinancialCareers.com. Schulich is the only Canadian school to make this list for two consecutive years.



Osgoode student [Michael Motala](#) was selected as the 2016 Dean for a Day at Osgoode Hall Law School, swapping places with Dean Lorne Sossin on March 10.



LAPS Dean [Ananya Mukherjee-Reed](#) was one of five Canadian academics featured in the 3rd annual Immigrant Women of Inspiration special in Canadian Immigrant magazine.



Health [Professor Doug Crawford](#) won the Sarrasin Award Lectureship from the Canadian Physiological Society.



History [Professor Jennifer L. Bonnell](#)'s book, *Reclaiming the Don: An Environmental History of Toronto's Don River Valley*, was selected as a finalist for the 2016 Canada Prizes.



Chemistry [Professor Derek Wilson](#), in partnership with ImmunoBiochem Corporation, received an Engage Grant from NSERC and Ontario Centres of Excellence. The grant will support R&D on a novel class of cancer drugs.



Biology [Professor Gary Sweeney](#) was awarded a \$20,000 charitable grant from the insurance company ivari for his postdoctoral research project exploring the connection between diabetes, heart disease and obesity.



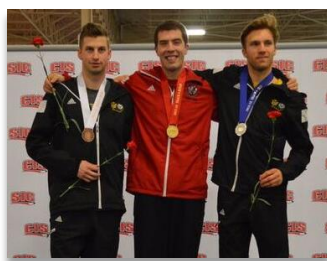
Schulich MBA students [Dhananjay Chauhan](#), [Ankur Johar](#), [Shikar Shah](#) and [Vishal Vashistha](#) were named winners of the second Tetra Pak Canada Business Case Competition.



Alumna [Andi Petrillo](#), a CBC Sports host, won the Canadian Screen Award for Sports host in a sports program or series.



A York research team will receive more than \$898,000 in funding and in-kind contributions from the [Canadian Institutes of Health Research \(CIHR\)](#) and industry partners to research and develop support for the mental health needs of students.



York successfully hosted the 2016 CIS Track & Field Championships for the first time from March 10-12. The Lions men's team finished fourth overall and the women's team finished fifth. York athletes took home nine medals:

- Gold Medal in Men's Pole Vault – David McKay
- Gold Medal in Women's Shot Put – Brittany Crew (CIS Championships Record)
- Gold Medal in Women's Weight Throw – Brittany Crew
- Silver Medal in Men's Weight Throw – Chris Preece
- Silver Medal in Women's 60m – Sheereen Harris
- Silver Medal in Men's 60m – Bismark Boateng
- Bronze Medal in Men's 400m relay – Bismark Boateng, Dereck Dian, Jalen Pidlubny, Daniele Orsini
- Bronze Medal in Women's 300m – Sheereen Harris
- Bronze Medal in Men's 300m – Bismark Boateng



Dept. of [Psychology Chair Joel Katz](#) won the Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science from the Canadian Psychological Association.



AMPD [Professor Philip Hoffman](#) awarded the 2016 Governor General's Award in Visual and Media Arts.



A moot team of Osgoode students won second place at the [Walsh Family Law Moot](#)



Lassonde students [Patrick Hazzard](#) and [Shelanie Fernando](#) won first place at the Young Space Entrepreneurs Competition, and classmates Keith Menezes and Yuriy Davydov won second place along with Schulich students Benjamin Ghatan and Kourosh Kahivar.



Lassonde [Assistant Professor Ryley Beddoe](#) was selected to be featured in #30in30, a celebration of women in engineering during National Engineering Month.



York alumni and professors were named recipients of [2016 Law Society Awards](#):

- Osgoode Professor Rhonda Bessner, Law Society Medal recipient
- Osgoode Professor Frederick Zemans, Law Society Medal recipient
- Osgoode alumna Jennifer Babe (LLB '79), Law Society Medal recipient
- York alumnus John Tzanis (BA '88), William J. Simpson Distinguished Paralegal Award recipient
- Osgoode alumna Mary Lou Dingle (LLB '61), Lincoln Alexander Award recipient



Osgoode PhD Student [Sheila Jennings](#) received a SSHRC postdoctoral fellowship in the amount of \$81,000 over two years.

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## APPOINTMENTS

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Faculty of Graduate Studies [Dean Barbara Crow](#) has been appointed to the Bank of Canada's expert panel that will help to select the next Canadian woman to appear on Canada's bank notes.



Alumnus and current Special Advisor to the Clerk of the Privy Council on the Syrian Refugee Initiative [Malcolm Brown](#) was appointed Deputy Minister of Public Safety.



York alumna [Susan Black](#) (PhD '00), a former member of the York University Board of Governors, has been appointed Senior Vice-President, People at Holt Renfrew. Susan served as a Board member since 2009.



[Kim Crosbie](#), Adjunct Professor at Osgoode, has been appointed to the Ontario Court of Justice, effective March 23. Justice Crosbie has taught courses at Osgoode since 2009.



York alumna [Katherine Henderson](#) (MBA '90) has been appointed the Chief Executive Officer of Curling Canada.



Five Osgoode alumni were appointed to Ontario's new Business Law Advisory Council:

- Carol Hansell (LLB/MBA '86), Chair of the Council
- Jennifer Babe (LLB '79)
- Andy Chan (JD '00)
- Doug Downey (LLM '08)
- John Ground, Q.C. (LLB '59)

## The Senate of York University – Minutes

**Meeting:** Thursday, February 25, 2016, 3:00 pm  
Senate Chamber, N940 Ross

G. Comninel (Chair)	M. Karakul	I. Roberge (Acting Vice-Chair)
M. Armstrong (Secretary)	R. Karambayya	R. Robski
J. Amanatides	P. Keall	K. Rogers
L. Armenio	M. Khalidi	M. Roy
K. Amoui	N. Khan	T. Salisbury
S. Bell	A. Khandwala	L. Sanders
M. Biehl	D. Khayatt	V. Saridakis
K. Birch	J. Kirchner	D. Scheffel-Dunand
K. Bird	J. Kozinski	L. Sergio
I. Boran	R. Lee	M. Shoukri
G. Brewer	R. Lenton	J. Simeon
H. Campbell	D. Leyton-Brown	D. Skinner
B. Crow	B. Lightman	L. Sloniowski
A. Davis	M. Longford	A. Solis
R. DeCosta	L. Lum	L. Sossin
M. Derayeh	J. Lynch	N. Sturgeon
I. Ferrara	M. McCall	G. Turlakakis
H. Fisher	J. McMurty	P. Tsasis
J. Garrido	A. Medovarski	S. Tufts
J. Goldberg	J. Michaud	F. van Breugel
D. Golemi-Kotra	S. Mitra	G. Vanstone
A. Golijanin	J. Morrison	P. Walsh
R. Grinspun	K. Mridul	S. Wang
R. Haché	D. Murray	L. Weir
M. Hamadeh	D. Mutimer	R. Wellen
D. Hastie	J. O'Hagan	R. Wildes
C. Heidari	R. Owston	S. Wood
C. Heron	S. Pagiatakis	H. Wu
R. Hornsey	A. Perry	Q. Zha
M. Hosale	B. Pilkington	M. Zito
J. Huang	R. Pillai Riddell	
D. Ipperciel	A. Pitt	
R. Irving	J. Podur	
M. Jacobs	G. Rakhaminov	
V. Jain		
R. Jayawardhana		

### 1. Chair's Remarks

#### a. Remarks to Senate

The Chair thanked Professor Ian Roberge, a member of Senate Executive, for serving as Acting Vice-Chair in the absence of Professor Lesley Beagrie. He invited Senators to attend a memorial following the meeting for Professor Ellen Meiksins Wood, a long-time member of the Political Science Department and Fellow of the Royal Society of Canada.

## The Senate of York University – Minutes

### b. Motion to Add Other Business for Which Due Notice Had Not Been Given

The Chair shared the text of a proposed hortative motion concerning dissent on Indian university campuses and declared that it would be in order if Senators agreed to take it up at the meeting. It was moved, seconded and *carried by the necessary 2/3 majority* **“that Senate consider other business for which due notice has not been given.”** The motion was slated for debate as the final item of business for the meeting.

## 2. Minutes of the Meeting of January 28, 2016

It was moved, seconded and *carried* **“that Senate approve the minutes of the meeting of January 28, 2016.”**

## 3. Business Arising from the Minutes

There was no business arising from the minutes.

## 4. Inquiries and Communications

With reference to the controversy surrounding a painting in the Student Centre, a Senator expressed concern that recent media coverage had falsely maligned the University and represented one facet of a broader effort to suppress academic freedom at York and other institutions. The community must guard against a chilling effect, and a group of active and emeritus faculty members has requested that there be a Senate discussion about academic freedom in this context. The Chair took note of the suggestion, but also made a point of asking Senators to provide notice of communications that called for action by Senate.

## 5. President's Items

Responding to points made in item 4, above, Dr Shoukri said that he strongly agreed with the need to defend academic freedom. Even so, many students have experienced pressures from within and outside the University, and their feelings of disempowerment and anxiety must not be downplayed. He welcomed an open, respectful and sustained dialogue about fundamental values of free expression and academic freedom.

In other remarks, the President reported on a successful trip to India as a delegate with Premier Wynne's recent trade mission. His itinerary included visits to Schulich's Hyderabad campus and other institutions with close ties to York. A decision on funding for the Markham Centre Campus is expected in the near future. Canadian universities remain optimistic that the federal government will enrich support for research and infrastructure. Seventeen York graduates serving as Members of Parliament (including Navdeep Bains, the Minister of Minister of Innovation, Science and Economic Development) attended a dinner hosted by the University in Ottawa.

# The Senate of York University – Minutes

The President's monthly "Kudos Report" can be accessed from the agenda package.

## Committee Reports

### 6. Executive Committee

- a. Amendments to Senate's Rules and Procedures: Statutory Motion

It was moved and seconded **"that Senate approve amendments to Senate's rules and procedures as set out in Appendix A."**

A Senator expressed disappointment that the Executive Committee had not accepted a proposal that paper ballots be authorized upon the petition of a certain number of Senators, arguing that to leave decisions about the form of voting to the Executive Committee or Senate itself was potentially inimical to the rights of the minority.

With regard to *in camera* rules, a Senator thanked the Executive Committee for adopting changes that reinforced the exceptional nature of this mode. For greater certainty, and for future reference, the Chair confirmed that the language proposed by Senate Executive was intended to underscore the conviction that *in camera* meetings should be rare. Moreover, the fact of a labour dispute does not, in itself, constitute sufficient reason for deliberating *in camera*.

On a vote, the motion *carried*.

- b. Information Items

Senate Executive reported that it had concurred with recommendations of the Sub-Committee on Honorary Degrees and Ceremonials and, as a result, four new candidates have been deemed eligible for honorary degrees. A call for expressions of interest in Senate committee membership and other positions elected by Senate will be issued in the near future.

### 7. Academic Policy, Planning and Research

- a. University Academic Plan 2015-2020: Approval

It was moved and seconded **"that Senate approve University Academic Plan 2015-2020."**

In opening the debate, the Chair of APPRC emphasized the intensely collegial process that characterized the development of a new plan, and described major changes that had been instituted since Senate's discussion in January (including modifications made

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in the final days preceding the Senate meeting). A number of Senators applauded APPRC for its sensitivity and responsiveness throughout the UAP renewal process.

With the consent of the mover and seconder, the following friendly amendments were *adopted*:

As a new sentence at the end of the final paragraph on p.4: **“Success in doing requires that we strengthen our efforts in attracting and retaining a diverse student population, including domestic and international students, traditional students pursuing higher education directly from high school, non-traditional learners, part-time and mature students.”**

As a new element in the section headed External Context, p. 5: **“the imperative of addressing the significant reliance on contract labour in the postsecondary education sector, including maintaining as a top priority increasing the full-time faculty complement and seeking opportunities to support contract faculty colleagues.”**

Speakers commented on various aspects of the document and the process leading to its finalization. One relayed a series of comments by members of the Liberal Arts & Professional Studies Faculty Council and its Academic Policy and Planning Committee such as a perceived lack of transparency in APPRC’s consultations, references in the draft to the Academic and Administrative Program Review, the omission of attacks on academic freedom as a significant challenge, and the championing of conventional indicators of research. Another intervener argued that the priority areas, while largely unassailable on their own, diverted attention from the most germane issues confronting the University, such as hostility to academic freedom, the need to rejuvenate collegial governance, shrinking full-time faculty complements, workload stresses, and the stratification of instructors. There was no attention to emerging internal challenges such as the SHARP budget model or to wider phenomena such as the transformation of student-scholars into consumers or the imposition of corporate managerialism.

Other Senators expressed appreciation to APPRC for embracing social justice as a defining York trait (as opposed to the weaker term social responsibility used in the current UAP), acknowledging the importance of graduate education, insisting on a student-centric ethos, and reaffirming interdisciplinarity as a hallmark.

On a vote, the motion *carried*.

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- b. Department of Computational Arts, School of the Arts, Media, Performance and Design: Notice of Statutory Motion

APPRC gave notice of a statutory motion to establish a Department of Computational Arts within the School of the Arts, Media, Performance and Design.

- c. Planning for the Markham Centre Campus

APPRC informed Senate about recent discussions of planning for the Markham Centre campus. Provost Lenton and Vice-Provost Finance and Administration Brewer addressed the contents of a report circulated in advance of the meeting. Discussion will resume at the March meeting when APPRC provides its next monthly report.

- d. Meetings with the Deans, Principal and University Librarian

APPRC advised Senate of the topic for this year's engagement with academic planners.

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

Senate agreed to the Chair's suggestion that the order of business be modified to advance the report of the Academic Standards, Curriculum and Pedagogy Committee

### 8. Academic Standards, Curriculum and Pedagogy

- a. Establishment of New Degree Options for BA and BSc Programs in Global Health, Faculty of Health

It was moved, seconded and *carried* **“that Senate approve the establishment of Honours and 90-credit (delayed-entry) degree options within the BA and BSc programs in Global Health housed in the Faculty of Health.”**

- b. Closure of the BA Programs in Italian Culture, Department of Languages, Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“that Senate approve the closure of the BA programs in Italian Culture housed in the Department of Languages, Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies.”**

- c. Changes to the Specialized Honours BA and iBA Programs in Translation, School of Translation, Glendon

It was moved, seconded and *carried* **“that Senate approve the following changes to the Specialized Honours BA and iBA programs in Translation, housed in the School of Translation, Glendon:**

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- **conversion from a delayed-entry to a direct-entry program**
  - **revised admission requirements to align with the new direct-entry structure**
  - **changes to the name of the Francophone and Anglophone streams.”**
- d. Establishment of the Senate Policy and Guidelines on Withdrawn from Course Option

It was moved, seconded and *carried* “**that Senate approve the establishment of a Policy and Guidelines on Withdrawn from Course Option, as set out in Appendix D, as a four-year pilot effective Fall-Winter 2016-2017 through to 2019-2020.”**

- e. Amendment to the Senate Policy on Repeating Passed or Failed Courses for Academic Credit

It was moved, seconded and *carried* “**that Senate approve the changes to the Policy on Repeating Passed or Failed Courses for Academic Credit, as set out in Appendix E, as a four-year pilot effective Fall-Winter 2016-2017 through to 2019-2020.”**

- f. Establishment of a Senate Policy on Course Relief

It was moved, seconded and *carried* “**that Senate approve the establishment of the Policy on Course Relief, as set out in Appendix F, as a four-year pilot effective Fall-Winter 2016-2017 through to 2019-2020.”**

- g. Consent Agenda Items Approved

Senate approved by consent ASCP recommendations to

- change program and admission requirements for the Certificate in Urban Ecologies, Faculty of Environmental Studies
- change the Community Arts Practice Certificate, Faculty of Environmental Studies and School of the Arts, Music, Performance & Design by changing its name to Cultural and Artistic Practices (CAP) for Environmental and Social Justice; de-linking the School of the Arts, Music, Performance & Design as a co-hosting unit of the Certificate; revising requirements; and increasing the GPA necessary for conferral of the Certificate
- change requirements for the BFA Program in Dance, Department of Dance, School of the Arts, Music, Performance & Design

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- change requirements for the General Education Requirements for BA Programs, Lassonde School of Engineering
- close the Athletic Therapy Certificate, Consecutive Option, School of Kinesiology & Health Science, Faculty of Health

### h. Information Items

ASCP reported that it had approved minor modifications to requirements for the following programs:

#### *Arts, Media, Performance and Design*

Specialized Honours BFA program in Dance, Choreograph/Performance Stream  
Minor degree option in Dance  
Honours BFA Joint Diploma-Degree Program with Canada's National Ballet School (Option A)  
Honours BFA Joint Diploma-Degree Program with Canada's National Ballet School (Option B)

#### *Graduate Studies*

Master of Design Program  
Graduate Diploma in Professional Accounting  
PhD program in Physics & Astronomy (admission requirements)

#### *Glendon*

Changes to the Accelerated BA program in Translation, GL

#### *Health*

Specialized Honours BA and BSc programs in Global Health

#### *LA&PS*

Classical Studies program (new rubric of CLST)

#### *Science*

Specialized Honours BSc Program in Physics & Astronomy, Space Sciences Stream  
Specialized Honours BSc Program in Biophysics  
BSc Program in Environmental Biology

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### 9. Appeals

Documentation in the form of the Appeals Committee's Annual Report on Senate and Faculty Appeals and Petitions was *noted*. In response to a question about why a higher proportion of appeals had been granted, the Chair of the Appeals Committee pointed to the greater complexity of cases and better preparation on the part of appellants

### 10. Awards

The Awards Committee provided Senate with data on the disbursement of undergraduate student awards. Senators joined the Chair of the Awards Committee in congratulating the recipients of 2016 President's Research Awards: Bridget Stuchbury of the Department of Biology, Faculty of Science, and Rebecca Pillai-Riddell, Department of Psychology, Faculty of Health.

### 11. Other Business Added to the Agenda

#### a. Hortative Motion re: Dissent on Indian Campuses

It was moved and seconded **“that the Senate of York University, Toronto, is deeply concerned by the recent pattern of stifling dissent by agents of the state on university campuses across India (e.g., Hyderabad, JNU). The nature of police actions against students (e.g., arrests, detentions, charges of “sedition”) is inimical to academic freedom and to freedom of speech and, in our opinion, entirely disproportionate to the alleged infractions. The Senate of York University joins with hundreds of students and faculty from scores of institutions across the globe to stand in solidarity with those persecuted. It calls on relevant university and state authorities to respect the Indian Constitution and safeguard academic spaces, such as universities, as crucial sites of debate, dissent, and critique that are the lifeblood of a democratic society.”**

Some Senators found themselves unsure about their vote in the absence of a rationale and details about the situation described in the motion. It was moved, seconded and *carried* **“that debate be adjourned.”** The Chair committed to working with the mover to furnish appropriate background information when the motion is reconsidered.

### 12. Other Business

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

G. Comninel, Chair \_\_\_\_\_

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

# York University Board of Governors



## Synopsis

**442<sup>nd</sup> Meeting held on 1 March 2016**

### Remarks

This being Susan Black's final meeting on the Board, the Chair expressed thanks and appreciation for her leadership and valuable contributions as a governor, committee Chair and Vice-Chair of the Board during her seven year tenure.

### Approvals

A natural gas procurement framework enabling the University to pre-purchase York's natural gas requirements at a fixed cost over a five-year horizon.

An increase of \$125 to each student meal plan category commencing FW2016-2017.

A rate increase of 3.7% for all undergraduate residence rooms on the Keele and Glendon campuses effective the 2016-2017 academic year.

A 2.25% increase in the centrally collected ancillary fees for undergraduate students and students enrolled in graduate professional programs, commencing FW2016-2017.

A rate increase for each of the University's monthly parking permit categories as follows:

Permit	2015/2016	2016/2017	% Increase
Unreserved	\$78.60	\$81.00	3.1%
Outer Reserved	\$101.05	\$104.00	2.9%
Reserved	\$112.25	\$116.00	3.3%
Garage	\$123.65	\$128.00	3.5%
Motorcycle	\$78.60	\$81.00	3.1%

### Reports/Presentations

An update from the President on: his statement to the community about inclusivity; his recent trip to India with the Premier of Ontario and City of Markam officials; the Province's commitment to the Markham campus expressed in the Provincial budget; Senate's approval of the 2015-2016 University Academic Plan; the launch of the fundraising campaign on 21 April 2016; and recent University events and faculty and student successes.

# York University Board of Governors

## Synopsis

A presentation by the Vice-Provost Students and undergraduate student Heather Dirckze on the *Leadershape* student program.

Received the *2015 President's Report*.

Brief reports from each of the Executive, Finance and Audit, Governance and Human Resources, Land and Property and Marketing, Communications and Community Affairs committees on matters discussed in their meetings this Board cycle.

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

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

Maureen Armstrong, Secretary