

APPENDICES

Appendices

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**Centre for Research on Biomolecular Interactions
2020 – 2025 Charter**

Terms and Expectations

1. Mandate

The Centre for Research on Biomolecular Interactions' (CRBI) mandate is to foster and promote collaborative research between universities, government and industry partners. CRBI brings together researchers with a wide range of technical expertise whose common interest lies with furthering our understanding of (i) the mechanistic details of how biomolecules interact with one another, (ii) the relationship between biomolecular interactions and cellular processes and (iii) how biomolecular interactions can be used for diagnosing and treating diseases.

2. Lead Faculty

The **Faculty of Science** agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CRBI in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CRBI, supplying decanal representatives to serve as Vice-Chairs on its Board, and participating in the selection and approval of Directors for CRBI as warranted. The lead Faculty agrees to consider integrating CRBI objectives into their strategic research planning and to champion the development of CRBI as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CRBI will be considered appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

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

1. Associate Vice-President, Research & Innovation
2. Dean, Faculty of Science (or designate)

4. Directorship

There is currently a search for CRBI Director. Following this search, the Faculty of Science will be appointing a Director for a decided term with approval of VPRI and Dean of the candidate.

5. Objectives and Expectations for 2020-2025

Biomolecular interactions control cellular regulation. Modern drugs are developed to tightly and selectively bind therapeutic targets and not bind other molecules. Biomolecular interactions are also pivotal to molecular-diagnostics technologies. The general theme of Biomolecular Interactions is essential to all research programs pursued through the CRBI.

5.1. Strategic Research Development

Understanding cellular regulation as well as development of modern drugs and molecular diagnostics requires expertise and cohesive research in several focus areas, which shape the multi-faceted research program of the CRBI. CRBI's research projects are largely defined by CRBI's goal to greatly advance technologies for early-stage drug development. Specific research projects will center on:

1. identification and validation of therapeutic and diagnostic targets
2. identification molecular epitopes for targeting by drugs and for developing drugs of desired properties
3. development of accurate methods for measuring kinetic and thermodynamic parameters of interaction between pharmaceutical hits and target proteins
4. development of methods for accurate assessment of enzyme activity upon pharmaceutical hits binding to the enzyme
5. design and synthesis of highly-diverse DNA-Encoded Libraries (DELs) for selection of pharmaceutical hits
6. development of disruptive methods for selection of pharmaceutical hits from DELs
7. development of approaches for automated production and accurate validation of the pharmaceutical hits

CRBI will deliver discoveries, developments, and practical applications which are measured in quality and quantity of peer-reviewed publications, conference presentation, patent disclosures, issued patents, licenses and knowledge/technology and transfer agreements, etc. As CRBI is still in the stage of growth, the expectation is that there will be a dynamics of growth in the above metrics.

5.2. External Funding

The major activity of CRBI is fundamental and applied scientific research. It has been funded through NSERC and CIHR grants (\$20.5M at the moment) held by collaborative teams of CRBI members and individual CRBI members. CRBI will continue to apply to the NSERC Discovery program for individual grant as well as to NSERC Alliance program for collaborative grants with industry partners. CRBI members will apply to the NSERC Research Tools and Instruments program to continue building the infrastructure required for its highly interdisciplinary research. CRBI members will also continue to apply for collaborative CIHR operating grants and well as MITACS grants that CRBI members held in the past 4 years. CRBI also plan to apply for an NSERC CREATE grant. These grants are administered by York university and do not contribute to the CRBI direct budget (CRBI's cost centre).

5.3. Knowledge Transfer to External Partners

CRBI mandate includes creating knowledge that is of practical use for industrial and clinical partners.

At the moment, CRBI is closely working together with GlaxoSmithKline (GSK) and Alphora/Eurofins Canada on a joint project (NSERC SPGP grant). CRBI and Sanofi-Pasteur are collaborating in order to adopt a number of state-of-the-art analytical technologies developed at CRBI; this project has been supported by two 2-year MITACS grants. Furthermore, CRBI is collaborating with SCIEX on the development of

new technologies in one of the priority areas of NSERC, projects that are supported by the current NSERC SPGP grant. CRBI is also working with several medical researchers from major Toronto Hospitals (Sunnybrook, St. Michael's, Toronto General, Toronto Western, and Princess Margaret Hospitals) on the development of new practical diagnostic technologies for cancer.

In future, CRBI will continue to engage in knowledge transfer via several venues:

- Development of disruptive technologies for early-stage drug development and transferring them to pharmaceutical companies
- Development of robust diagnostic technologies and transferring them to hospitals
- Development of IPs in collaboration with Innovation York to protect and commercialize

5.4. Training of High Quality Personnel (HQP)

Training HQP with skills relevant for the demands of the rapidly-evolving Canadian economy is an important aspect of the CRBI mandate. CRBI will enhance the training environment for students and post-doctoral fellows through a number of venues:

- Collaboration between academic groups in and outside of CRBI as well as with industrial and clinical partners
- Workshops on (i) planning and managing research, (ii) writing reports and scientific manuscripts, (iii) good laboratory practice (GLP)
- Lecture courses on advanced and practically-important subjects (e.g. epitranscriptomics, DNA-encoded libraries, Python programming, etc.) which are not covered in the Science academic program.
- Involvement of PDFs in teaching
- Internships of students and PDFs with companies-partners
- Involvement of HQP in organizing the CRBI events and activities
- Research presentations by HQP at the annual CRBI conference

6. Resource Commitments

Faculty of Science:

The Faculty of Science (FS) will:

- ensure CRBI has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend and benefits for the Director.
- contribute \$6,000 per annum to fund enhanced administrative and technical support for CRBI projects, subject to an expectation that the ORU will make best efforts to recover these costs from external sources.
- continue to provide CRBI members based in FS with access to administrative services including basic grant and contract support, as well as regular technical support provided to faculty researchers. FS welcomes CRBI to apply to its competitive programs for support of research events.
- facilitate approval of eligible faculty to serve as Director of CRBI.
- continue to provide current spaces devoted to computer science research of CRBI members, and as new space becomes available, it will seek to provide other appropriate lab, office and student spaces as needed for CRBI to meet its mandate, subject to overall space demands and availability.

In accordance with the SHARP budget model, the Director will negotiate with FS to determine the percentage of unrestricted overhead funds to be allocated to the ORU. FS's allocation of overhead funds to the centre will use the institutional VPRI model of 75% as a guide¹ for consideration. However, as CRBI continues to grow, overheads for new projects administered may be expected to be applied to offset FS operating cost contributions on a 2:1 ratio – FS will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by FS. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

VPRI:

The VPRI office will ensure CRBI has access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. CRBI is welcome to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI office will support Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

7. PIER

CRBI commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

1. Sergey Krylov , Professor & York Research Chair, Department of Chemistry
2. Ryan Hill , Assistant Professor and York Research Chair, Department of Chemistry
3. Chun Peng , Professor & York Research Chair, Department of Biology
4. Mark Bayfield , Associate Professor, Department of Biology
5. Katalin Hudak , Professor, Department of Biology

Appendix B – Proposed Members of the Advisory Committee

1. Boris Gorin , Senior Scientific Advisor, Eurofins Canada
2. Christopher Arico- Muendel , Manager, Platform Capabilities, GlaxoSmithKline
3. Yves Le Blanc , Associate Chief Scientist, SCIEX

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

Appendix C – Proposed Additional Members of CRBI

1. Gerald Audette , Associate Professor, Department of Chemistry
2. Philip Johnson , Professor, Department of Chemistry
3. John McDermott , Professor, Department of Biology
4. Andrew White , Professor, Department of Biology
5. Derek Wilson , Professor, Department of Chemistry

Appendix C – Proposed Affiliated Members of CRBI

1. Andrei Yudin , Professor, Department of Chemistry, University of Toronto
2. Terry Sachlos , Associate Professor, Lassonde School of Engineering, York University
3. Jakob Magolan , Associate Professor, Department of Biochemistry and Biomedical Science, McMaster University
4. Christopher Perry , Associate Professor, Department of Kinesiology, York University

**Centre for Research on Latin America and the Caribbean (CERLAC)
2020 – 2025 Charter**

Terms and Expectations

1. Mandate

CERLAC is a hub for inter- and multidisciplinary research on Latin America, the Caribbean, and their diasporas. It provides a meeting space for faculty, students, and visitors to discover common interests; supports their projects by facilitating grant administration, partnership formation, and the co-production and sharing of knowledge; and trains new generations of regional scholars. Recognized since its founding in 1978 as the preeminent LAC research body in Canada, CERLAC furthers York's mandate for excellence in international and community engaged research.

Extended version

CERLAC is a York University-based hub for inter- and multidisciplinary research on Latin America and the Caribbean, their diasporas, and their relations with Canada and the rest of the world. It provides a meeting space for faculty, students, and visitors to discover common interests; supports their projects by facilitating grant administration, partnership formation, and the co-production and sharing of knowledge; and trains new generations of regional scholars. Recognized since its founding in 1978 as the preeminent LAC research body in Canada, CERLAC furthers York's mandate for excellence in international and community engaged research by producing high-quality, socially progressive scholarship in collaboration with partners throughout the Americas and close to home. Crossing boundaries between North and South and building bridges between the university and its constituents, CERLAC grounds critical reflection on Canada's role in its hemisphere.

2. Lead Faculties

The **Faculty of Liberal Arts & Professional Studies (LA&PS)** agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CERLAC in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CERLAC, supplying decanal representatives to serve as Vice-Chairs on its Board, and participating in the selection and approval of Directors for CERLAC as warranted. The lead Faculty agrees to consider integrating CERLAC objectives into their strategic research planning and to champion the development of CERLAC as a cornerstone of interdisciplinary research activity in the areas of its mandate. The Lead Faculty is also supportive of the redevelopment of CERLAC's Graduate Diploma, and its associated course, which is to be assigned and housed with a department unit.

Development of CERLAC will be considered appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, the **Faculty of Environmental and Urban Change, School of the Arts, Media, Performance and Design (AMPD), Glendon College** and the **Faculty of Education** agree to play a supportive role in promoting the development of CERLAC and to provide a representative to its Board.

3. Board

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

1. Vice-President, Research & Innovation (or designate)
2. Dean, Faculty of Liberal Arts & Professional Studies (or designate)
3. Dean, Faculty of Environmental and Urban Change (or designate)
4. Dean, School of the Arts, Media, Performance and Design (or designate)
5. Principal, Glendon College (or designate)
6. Dean, Faculty of Education (or designate)

4. Directorship

The Office of the Vice-President Research & Innovation will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2020-2025

General nature of research program

In 2020-2025 CERLAC will continue to foster “inter and multidisciplinary research on Latin America and the Caribbean, their diasporas, and their relations with Canada and the rest of the world,” as stipulated by its mandate. It will provide key services to all York-based researchers working in the region, while actively promoting research in seven areas of focus. These areas have been identified from within the broader universe of LAC research at York based on distinctive depth and breadth of expertise among CERLAC Fellows, potential for the development of collaborative projects, and timeliness. In alphabetical order they are: “Extractive Industries and Communal Territoriality,” “Health and Healing,” “Media and Performance,” “Migrant Experiences,” “Political Conflict and Contestation,” “Precarious Labour,” and “Sexuality and Gender.” All seven clusters share a concern with the profound inequalities that have characterized the region historically and are as salient as ever in the present day. They build on the unique range of conceptual tools and approaches that CERLAC members bring to bear on the construction of unequal categories of race, class, gender, and sexuality in the region; their intersections with political economy forces; and their contestation and reshaping through grass-roots social and cultural practices. CERLAC will build these lines of inquiry by promoting knowledge exchange and supporting collaborative grant applications and knowledge mobilization activities.

Governance

Director: The Director is normally appointed for a five-year term by a hiring committee established by the Vice-President Research and Innovation. S/he is responsible for the overall programming, policy development, and administration of the Centre, particularly its overall research life and development of new research programs and partnerships in consultation with the Executive Committee. S/he oversees the preparation of budgets and annual reports in accordance with the Senate rules for Organized Research Units (ORUs). The Director also maintains contact with Faculties involved in the ORU and other interested units of the university and, in consultation with the office of the Vice-President Research and Innovation and relevant authorities, establishes contacts and represents CERLAC's interests with funding agencies and other institutions in Canada and abroad.

Associate Director: The Associate Director is appointed for a three-year term by the Executive Committee. Normally, s/he and the Director focus on different sub-regions (e.g., if the Director is a Latin Americanist, the Associate Director would be a Caribbeanist). In his/her capacity as Graduate Diploma Coordinator, the Associate Director is responsible for the overall administration of the Diploma Program. In addition, s/he is responsible for student affairs, facilitating the full participation of graduate students in CERLAC's academic and research activities and effective representation in the decision-making structures of the centre. S/he represents the Centre when the Director is not available.

Coordinator: This is a YUSA staff position. The coordinator is responsible for the daily operation of the Centre and its programs, including financial matters and staff supervision. S/he provides support to the activities of the Director, Associate Director, and Executive Committee. S/he produces reports and proposals and manages the finances of the Centre under the Director's oversight.

Secretariat: The Director, Associate Director, and Coordinator constitute the Centre's Secretariat and are responsible for administering the regular business of the Centre.

Executive Committee: This committee provides support and guidance, informed by a historical and cross-disciplinary perspective, to the Director and Secretariat, and is the ultimate decision-making body of the Centre on all significant matters pertaining to institutional relationships, policy, project and program development, and fundraising. It consists of three ex officio members (the members of the CERLAC Secretariat); six Fellows-at-large, normally representing both major sub-regions as well as a range of disciplines and degrees of seniority; and two graduate student representatives. Sub-committees of the Executive support the Director in managing several of the Centre's programs, including Events, Awards, Fundraising, Membership, and the Resource Centre. The executive normally meets at least twice per term.

Annual General Meeting: Normally, CERLAC holds an annual general meeting, open to all fellows, research associates, and graduate diploma registrants, at the end of the Winter semester. Representatives to the Executive, both faculty and students, are elected at the meeting.

Expectations and Deliverables

Expectation	Deliverables	Metrics
Research Intensification		
CERLAC promotes collaborative research projects	Informal meetings with existing or potential members with overlapping research interests	Development of research collaborations as reflected in events, publications, and projects
CERLAC supports applications for external funding	CERLAC aids fellows in identifying relevant grant programs and in application strategies	Number of grant applications submitted through CERLAC
CERLAC enhances its profile throughout the university and beyond	CERLAC organizes high-level events on topics of broad relevance	Number of Fellows remains stable or increases
Support for Research and Knowledge Exchange		
CERLAC supports Fellows' funded research projects	CERLAC administers external grants, providing Fellows with an enhanced level of post-award support	Reduced time dedicated by Fellows to grant administration
CERLAC supports the knowledge exchange and dissemination efforts of its fellows	CERLAC contributes to the organization of events, the development of online platforms, and other forms of knowledge exchange	Impact of CERLAC Fellows' research is enhanced
CERLAC supports its Fellows in their research collaborations beyond the university	CERLAC invites external collaborators to become Visiting Researchers or Associate Fellows	Increased number of Visiting Researchers and Associate Fellows
CERLAC serves as a link between its members and national and international scholarly and civil society organizations	CERLAC maintains and intensifies its relationship with CALACS and with the Americas Policy Group	Increased opportunities for networking on a national and international level for CERLAC members
CERLAC increases interest in and use of its document collections at the Resource Centre	Continued cataloging and digitization; profiles of key documents and research posted on website	Increased number of visitors to the Resource Centre, number of publications and other research products using documentation from the Resource Centre
Support for Knowledge Mobilization		
CERLAC provides platforms for members to share research results with a broader public	CERLAC website, social media, and listservs used to announce research breakthroughs.	Website and social media statistics (hits, shares, etc.)
CERLAC hosts high profile speakers	CERLAC consults with members to identify Baptista lecturers	Participation and public interest in large events
Student Training and Engagement		
CERLAC supports the training of new generations of LAC researchers	CERLAC perfects the diploma program and other opportunities for graduate students to engage with LAC research	Increased diploma enrollments and completion rates
CERLAC supports research by graduate students	CERLAC administers fellowships and prizes for students and provides office space	Number and size of graduate awards

CERLAC intensifies graduate student engagement	CERLAC supports graduate students in the development of community building activities	Increased number of graduate students active at the centre
CERLAC intensifies undergraduate student engagement	CERLAC develops events and activities targeting undergraduates and offers them internship opportunities	Increased number of undergraduates active at the centre
Sustainability		
CERLAC grows own revenue streams that can be applied to operating costs	CERLAC raises funds for the CERLAC Endowment for Research	Annual revenue from the CERLAC Endowment for Research rises to \$10,000

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure CERLAC has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director’s course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, CERLAC will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CERLAC.¹ However, as CERLAC continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding CERLAC receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to CERLAC meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty:

As lead Faculty, LA&PS commits to consider including in its strategic planning the development of CERLAC in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculty:

The Participating Faculties commit to contributing to discussions on how to enable CERLAC's research success in areas including membership, strategic research development, leadership of CERLAC, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

7. PIER

CERLAC commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Alan Durston (History), CERLAC Director
Danielle Robinson (Dance), CERLAC Associate Director
Camila Bonifaz, CERLAC Program Coordinator
Maria Figueredo (Spanish), faculty member-at-large
Mark Goodman (Sociology), faculty member-at-large
Miguel González (Social Science), faculty member-at-large
Carlota McAllister (Anthropology), faculty member-at-large
Anne Rubenstein (History), faculty member-at-large
Shaunasea Brown, student representative
Rufino Rodríguez, student representative

Appendix B – Proposed Members of the Advisory Committee

CERLAC is not proposing an Advisory Committee

Appendix C – Proposed Membership

1 Name, title, affiliation of full-time faculty member	2 Will direct research grants to this ORU	3 Will join a committee or sub-committee of the ORU	4 Will join in ORU-supported research projects or clusters	5 Will help design or deliver programs offered by ORU	6 Will encourage grad or undergrad students to be involved	7 Will obtain research admin support at ORU for grant applicants, events or other	8 Will have external research funding administered by ORU	9 Would like office or other space at the ORU if available (provide details of space request)	10 Will be actively involved in other ways (please specify)
Ranu Basu, Associate Professor, Department of Geography	YES		YES	YES Not sure as yet, but if the opportunity arises would be keen to participate	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant administration; Support with event organizing; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC, IDRC	NO	Conference participation, workshops
Eduardo Canel, Associate Professor, Department of Social Science	YES	Membership; Executive Committee	YES	YES	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant administration; Support with event organizing; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES	
Claudia Chauhan, Associate Professor, School of Health Policy and Management	YES	Student Engagement	YES	YES I would like to be more involved in the graduate diploma	Diploma Program; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration; Support for		YES Indeed, for my graduate students whose research aligns with CERLAC	

					CERLAC supported project; Present at the Student Grad Conference;	hosting visitors at York; Assistance publicizing or disseminating your research			
Alison Crosby, Associate Professor, School of Gender, Sexuality and Women's Studies	YES	Awards, Executive Committee	YES	NO	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC, IDRC	YES, faculty office	I have been already, for instance, by taking one of my graduate seminars to attend a CERLAC sponsored event
Andrea Davis, Professor, Department of Humanities	NO	Awards	YES	YES lectures, graduate student workshops	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Support with event organizing; Support for hosting visitors at York; Assistance publicizing your research	I have no external research funding at this time.	YES Office	Promoting Caribbean research and research in the humanities
Cristina Delgado Vintimilla, Assistant Professor, Faculty of Education	YES	Student Engagement	YES		Work as GA's in a CERLAC supported project; Help organize CERLAC supported events	Assistant with grant administration; Support with event organizing; Support for hosting visitors at York; Assistance publicizing or	SSHRC	NO	

						disseminating your research			
Mario Di Paolantonio, Associate Professor, Faculty of Education	YES		YES	YES	Diploma Program; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Help organize CERLAC Supported events; Use CERLAC Carrel/office space	Assistance with grant budgeting; assistance with grant administration; support with event organizing; support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	Pending successful grant application, it would be great if I could utilize space at CERLAC (i.e. seminar rooms) for meeting with research team (Faculty and doctoral students) on project research.	I would be keen in the future (when more time opens up for me) to help bring speakers or help in arranging / co-ordinating speaker series.
Alan Durston, Associate Professor, Department of History	YES	Events	YES	YES Resource centre digitization	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance publicizing or disseminating your research	SSHRC	NO	
Maria Figueredo, Associate Professor, Department of Languages, Literatures and Linguistics	YES	Events, Awards, Student Engagement, Executive Committee	YES	YES	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Help organize CERLAC Supported events;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration ; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES Office	

Honor Ford-Smith, Associate Professor, Faculty of Environmental Studies	YES	Executive Committee	YES	YES Not sure how	Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Help organize CERLAC Supported events;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration ; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	NO	
Liette Gilbert, Associate Professor, Faculty of Environmental Studies	NO			YES Could join research projects/clusters if aligned with my research and could help/deliver programs if appropriate	Diploma program; become research associates		Being from a small faculty, expectation is that our grant be administered internally. Sorry	NO	Open to collaboration
Luin Goldring, Professor, Department of Sociology	YES	Events	YES	YES Happy to help plan multi-event thematic workshops, e.g. on Latin American refugees.	Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES Already have space	
Miguel Gonzalez, Faculty, Department of Social Science	YES	Awards, Executive Committee	YES	NO	Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	Kakenhi, Japan Society for the Promotion of Science	YES	

Mark Goodman, Assistant Professor, Department of Equity Studies and Sociology	NO	Executive Committee	YES	YES Would contribute to a project focusing on: (1) devastation of Central American regions prompting refugee migration to North America; (2) conflict at US-Mexico border; (3) pressures to reduce immigration and admission of refugees in Canada; (4) racism and immigrant/refugee experience in Canada of migrants from Latin America and Caribbean. Ideally, such an effort would be linked to CERLAC-supported research project or cluster (item #4). I believe it should be headed by someone from the impacted region.	Submit papers to the Baptista/TLN Awards		SSHRC	NO	Attend and contribute to regional conferences and presentations
Ricardo Grinspun, Associate Professor, Department of Economics	YES	Membership; Executive Committee	YES	NO	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	NO	
Alberto Guevara, Associate Professor, Department of Theater	YES	Executive, Events; Awards, Membership & Outreach, Student Engagement, Fundraising,	YES	YES	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work	Assistance with grant budgeting; Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES	Summer institute in Nicaragua

					as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;				
Maria Constanza Guzman, Associate Professor, School of Translation, Department of Hispanic Studies, Glendon	YES	Executive, Events, Awards, Membership and Outreach, Student Engagement	YES	YES I would be particularly interested in finding ways of structuring experiential opportunities and forms of student and faculty exchanges in Latin America and the Caribbean.	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	It would depend on the nature of the grant	YES Since I'm at Glendon, it would be great to have access to small office space, even if shared, when I'm at Keele. That would make a difference for my involvement in the Center.	I would like to consider CERLAC members and the Center as interlocutors and seek their input for various initiatives I am undergoing, including experiential and extracurricular opportunities in Latin America and the Caribbean. Curious to see of there are opportunities for this. Also, I am not sure if CERLAC provides opportunities for researchers to come together informally to share current projects and recent publications but that would be nice, to come together in other ways, in addition to lectures. That may generate a sense of community.
Michele Johnson, Professor, Department of History	YES	Executive Committee	YES	YES Caribbean History Reading Group	Diploma Program, Become Research Associate, Present at the Grad Student Conference				
Kamala Kempadoo, Professor, Department of Social Science	YES	Executive, Awards, Membership & Outreach, Student Engagement, Fundraising,	YES	NO	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize	Support with event organizing; Support for hosting visitors at York; Assistance publicizing or disseminating your research	Not yet known	NO	

					CERLAC Supported events; Use CERLAC Carrel/office space				
Laura Levin, Associate Professor, Theater and Performance Studies	YES	Executive Committee	YES	YES Diploma program	Diploma program; Become research Associates; Work as GA's in a CERLAC supported project; Help organize CERLAC Supported events;	Assistance with grant budgeting; Assistance with grant writing ; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES Meeting space	
Kenneth Little, Associate Professor, Department of Anthropology	YES	Events	YES	YES	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events;	Assistance with grant budgeting; Assistance with grant writing ; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	NO	
Paul E. Lovejoy, Professor, Department of History	YES	Fundraising, Executive Committee	YES	I am really busy, so depends upon how much time would be involved	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC carrel/office space	Assistance publicizing or disseminating your research	Not necessary, I think, but open to discussion	NO	Promoting CERLAC image
Teresa Macias, Associate Professor, School of Social Work	YES	Events; Awards; Executive Committee	YES	YES Any courses or curriculum on topics such as human rights, state-sponsored violence, nation-building and colonial histories in Latin America.	Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad	Assistance with grant administration; Assistance with grant budgeting; Support for hosting visitors at York; Assistance publicizing or	I don't currently hold external research grants, but in future, yes.	YES. Possibly in the future and depending on availability. I currently have an office in my unit.	I would love to present on current research, or give guest lectures in relevant courses, or collaborate in events.

					Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	disseminating your research			
Emiro Martinez- Osorio, Associate Professor, Department of Languages, Literatures and Linguistics	YES	Awards	YES	YES	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES	Book Launch, workshops.
Carlota McAllister, Associate Professor, Department of Anthropology	YES	Awards, Fundraising, Executive Committee	YES	YES	Diploma Program; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant administration; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES	
Gillian McGillivray, Associate Professor, Department of History, Glendon College	NO			YES I will organize events at Glendon campus through CERLAC and Glendon History department.	Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Support with event organizing, Support for hosting visitors at York; Assistance publicizing or disseminating your research		NO	I usually attend CERLAC organized events and find them extremely enriching

David Murray, Professor, Department of Anthropology	YES	Awards, Executive Committee	YES	NO	Diploma Program; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance publicizing or disseminating your research	SSHRC	NO	
Viviana Patroni, Associate Professor, Department of Social Science	YES	Events	YES	YES	Diploma Program; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant administration ; Assistance with grant writing; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	NO	Organizing events, supervising students for the Diploma program
Linda Peake, Professor, Department of Social Science	NO		NO	NO	Diploma Program; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;			NO	

Danielle Robinson, Associate Professor, Department of Dance	YES	Student Engagement, Executive Committee	YES	YES I am working on renovating the diploma program right now as well as a student-oriented activities series.	Diploma Program; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES	I seek out ways to support CERLAC because involvement in this centre has greatly enhanced the quality and quantity of my research over many years.
Anne Rubenstein, Professor, Department of History	YES	Executive Committee	YES	YES If we return to doing a program for high school students, I'd like to be involved. Also interested in helping out with speaker series.	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	YES I already have an office at CERLAC and I would like to keep it. I really appreciate being physically located in the center of a lively intellectual community!	
Jeannie Samuel, Assistant Professor, Health & Society Program	YES		YES		Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit paper to the Baptista/TLN Awards; Become Research Assoc.; Present at Brown Bags seminars; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant administration; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	NO	Linking Latin American partners/scholars with CERLAC

Nicola Short, Associate Professor, Department of Politics	NO	Awards	YES	NO	Present at Brown Bag seminar series; Present at the Grad Student Conference; Use CERLAC carrel/office space	Assistance publicizing or disseminating your research		YES	
Luisa Sotomayor, Assistant Professor, Faculty of Environmental Studies	YES	Awards	YES	YES	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/ TLN Awards; Become Research Associates; Present at Brown Bag seminar series; Present at the Grad Student Conference	Assistance with grant writing; Support with event organizing; Support for hosting visitors at York; Assistance publicizing or disseminating your research	I'm applying for some grant right now, but at this point the funding is uncertain	NO	
David Szablowski, Assistant Professor, Law & Society Program	YES		YES	NO	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC	NO	
Kate Tilleczek, Professor, Faculty of Education	YES		YES	NO	Present at Brown Bags; Present at the Grad Student Conference; Work as GA's in a CERLAC supported project; Help organize CERLAC supported events	Assistance publicizing and disseminating your research		NO	
David Trotman, Associate Professor, Department of History	NO	Executive Committee	NO	NO	Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Present at the	Support with organizing event; Support for hosting visitors at York; Assistance publicizing or	SSHRC	NO	

					Student Grad Conference; Use CERLAC Carrel/office space;	disseminating your research			
Amar Wahab, Associate Professor, School of Gender, Sexuality & Women's Studies	YES	Events, Membership & Outreach, Executive Committee	YES	YES Research on Sexualities in the LAC Region and its diasporas	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration ; Support with organizing event; Support for hosting visitors at York; Assistance publicizing or disseminating your research	SSHRC, IDRC	YES Office space	Yes. CERLAC could be involved with re-establishing the undergraduate program in LAC Studies. I would help with this.
Jeffery R. Weber, Associate Professor, Department of Politics	YES	Events	YES	NO	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Support with event organizing; Assistance publicizing or disseminating your research		NO	
Anna Zalik, Associate Professor, Faculty of Environmental Studies	YES	Events, Awards, Executive Committee	YES	YES Organize events, support students in Grad diploma	Diploma Program; Apply to the Lukkari/Taylor Fellowship; Submit papers to the Baptista/TLN Awards; Become Research Associate; Present at Brown Bags seminar	Assistance with grant budgeting; Assistance with grant writing; Assistance with grant administration ; Support with organizing event; Support for hosting visitors at York;	SSHRC, IDRC	Perhaps	Partnership activities with other units at York, liaison with organizations such as Common Frontiers and with research colleagues in Mexico (particularly at the UNAM)

					series; Work as GA's in a CERLAC supported project; Present at the Student Grad Conference; Help organize CERLAC Supported events; Use CERLAC Carrel/office space;	Assistance publicizing or disseminating your research			
Alejandro Zamora, Department of Hispanic Studies, Glendon College	NO	Executive Committee	YES	YES	Diploma Program; Help organized CERLAC Supported events; Use CERLAC Carrel/office space;	Support with event organizing; Support for hosting visitors at York; Assistance publicizing or disseminating your research		Yes Office for visiting scholars	

York Centre for Asian Research (YCAR)
2020–2025 Charter

Terms and Expectations

1. Mandate

YCAR is a community of scholars committed to understanding the changing historical and contemporary dynamics of places in Asia, of Asia's place in the world and of Asian communities in Canada and around the globe. The Centre encourages research that reflects a transnational, interdisciplinary, committed, critical and engaged approach to scholarship. YCAR fosters intellectual exchange, provides research support, enriches student training, and facilitates knowledge mobilization.

2. Lead Faculty

The **Faculty of Liberal Arts & Professional Studies (LA&PS)** agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of YCAR in collaboration with the Office of Vice-President, Research & Innovation (VPRI). This support includes promoting membership in YCAR, supplying decanal representatives to serve as Vice-Chairs on its Board, and participating in the selection and approval of Directors for YCAR as warranted. The Lead Faculty is also supportive of the course associated with YCAR's Graduate Diploma in Asian Studies, which is to be assigned and housed with a department unit. The Lead Faculty agrees to consider integrating YCAR objectives into their strategic research planning and to champion the development of YCAR as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of YCAR will be considered appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, the **School of the Arts, Media, Performance and Design (AMPD)**, the **Faculty of Environmental and Urban Change** (beginning 1 September 2020) and **Glendon College** agree to play a supportive role in promoting the development of YCAR and to provide a representative to its Board.

3. Board

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

1. Associate Vice-President, Research & Innovation
2. Dean, Faculty of Liberal Arts & Professional Studies (or designate)
3. Dean, Faculty of Environmental and Urban Change (or designate)
4. Dean, School of the Arts, Media, Performance and Design (or designate)
5. Principal, Glendon College (or designate)
6. Dean, Faculty of Graduate Studies (or designate)

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

4. Governance

Director: For the first two years of the 2020–2025 mandate, Professor Abidin Kusno (Faculty of Environmental and Urban Change) will complete his five-year term (2017–2022) as Director. A search for a new Director will be conducted in 2021–22 with support of the Office of the Vice-President Research & Innovation. Following the Director search process and approval from the VPRI and the Dean of the candidate, a Director will be appointed. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit (ORU), which is re-chartered every five years.

Associate Director: The Associate Director assists the Director in administering the work at the Centre. S/he also serves as the Director's deputy in his/her absence. The Associate Director or another faculty associate of the Centre will serve as Coordinator of the Graduate Diploma in Asian Studies.

Executive Committee (EC): The Executive Committee will meet usually at least twice in each academic term. The committee makes all major decisions affecting the Centre, including: approval of the annual report and budget; approval of nominees for affiliation with the Centre as associates; and approval of major funding or resource commitments made by the Centre. Sub-committees of the Executive make decisions concerning the allocation of membership, awards and space. The Director acts as chair of the EC.

Coordinator: The Coordinator handles day-to-day operations at the Centre, is responsible for budgeting and personnel matters related to research projects and the Centre's research activities, supports applications for research funding, coordinates events and visitors at the Centre, and serves as the administrator of the Graduate Diploma in Asian Studies (GDAS), among other responsibilities.

External Advisory Council: The External Advisory Council (EAC) provides strategic advice and facilitates outreach to various segments of the non-academic community. In particular, the EAC contributes their wisdom and experience as YCAR considers new initiatives and strategic directions; Projects YCAR activities and York-based research into the spheres in which they work; Advises on fundraising possibilities that will further advance Asia and Asian Diaspora-focused research at York.

Annual General Meeting (AGM): The AGM of YCAR associates is normally held in April. Its purpose is to discuss the Centre's annual report, approve the Centre's budgets and statements of operation, ratify nominees for membership on the Executive Committee, and ratify proposed amendments to the Centre's Constitution.

5. Objectives and Expectations for 2020–2025

General nature of research program

YCAR has never been a product of a single person or a major research agenda. It is a hub that supports a diversity of scholarship and research led by YCAR Associates with

interests that reflect their regional and national engagement with Diaspora communities in Canada and around the world.

What unites the research at YCAR is a recognition of the importance of history and culture, and a commitment to understand the changing contemporary nature of places in Asia, or Asia's place in the world, and of Asian communities in Canada and around the globe. We seek to build knowledge and networks that support deep understanding as a basis to engage with national, regional and global issues. While centered on Asia, three distinctive traits define our approach:

1. **Transnational:** Just as we take a transnational view of Asia through the study of Asian migrants and ethnic communities, we also view the region itself as integrated into regional and world systems and recognize that our study of the region cannot be contained by the boundaries that define East, Southeast and South Asia.
2. **Committed and Interdisciplinary:** Commitment, as Asianist scholars, means extended field and archival research, language study and the long-term development of expertise and relations with people in the region. Interdisciplinary means a deep understanding of social change in particular places and communities necessarily draws upon insights from a wide range of fields, including the social sciences and humanities, creative/performing arts, environmental studies, business, law, education and health.
3. **Critical and Engaged:** YCAR emphasizes a critical and engaged model of scholarship. Critical scholarship implies work that is attentive to social justice agendas that seek to address exclusions or inequalities based on class, gender, sexuality, 'race,' caste, religion or environmental dispossession. Engaged scholarship involves collaboration with the communities being studied in the research process, and the mobilization of research findings to effect public education and social change.

Expectations and Deliverables

Define the expectations, projected deliverables, and evaluation metrics for the proposed charter period.

Expectations	Deliverables	Evaluation Metrics
GOVERNANCE AND FINANCIAL SUSTAINABILITY		
Diverse sectors engaged with YCAR governance	Executive Committee Members from different units; External Advisory Council (EAC) consultations; Board; and AGM	Number of Executive Committee meetings and EAC consultations; Board and AGM meetings
Increase financial self-sufficiency	Endowment of student awards for language, professional development and fieldwork Explore endowment/naming opportunities Encourage and host projects with unrestricted overheads, where possible Expanded collaboration with Asian Business & Management Program	Size of Endowments Number/value of student awards Value of unrestricted overheads generated annually Value of overheads generated in relevant programmes
Represent York's community of researchers who work on Asia and Asian Diaspora	Outreach to faculty and students to draw in new members	Membership size and outreach
RESEARCH SUPPORT		
Support the development and submission of external research grants	Applications to SSHRC-funded programmes and other external funding agencies in Canada and internationally (that are known to us) Support Associates to develop collaborative projects and complete publications	Number and value of grants applications submitted and administered YCAR-allocated funds to support Associate research and projects, including large collaborative project development
Support and disseminate York research on Asia and Asian Diaspora Advocate for recruitment priorities in areas of Asian research to sustain strength and fill gaps	As indicated in publications by Associates Deans and hiring units prioritize expertise in Asia in hiring decisions, creation of endowed chairs in Asia-related fields	Number of publications developed with YCAR support Future tenure stream hires with Asia and Asian Diaspora-related expertise

INTELLECTUAL EXCHANGE		
<p>Venue for scholarly exchange, discussion and collaboration</p> <p>Support the building of Asia-related programs especially where human resources (faculty-students) are available/interested, such as South Asia Program</p>	<p>Lecture series, workshops, conferences, coordinated ad hoc events etc.</p> <p>Hosting visiting researchers</p> <p>Support meetings and events initiated by faculty to build Asia-related program</p>	<p>Number and level of attendance and participation in relevant activities</p> <p>Number of visiting researchers; Publications resulting from collaborative visits supported by YCAR</p> <p>Number of activities related to program building</p>
STUDENT TRAINING		
<p>Support student training and research on Asia and Asian Diaspora</p>	<p>Offer Graduate Diploma in Asian Studies and core course module</p> <p>Seek to expand financial support for research awards, language training and professional development</p> <p>Study/research space for graduate students</p>	<p>Number of students enrolled in GDAS and registration in core course</p> <p>Number, size and variety of awards</p> <p>Amount of student study/research space</p>
<p>Engage undergraduate students in research on Asia and Asian Diaspora</p>	<p>Research and research-creation presentations and performances in undergraduate classes</p> <p>Award excellent research-based essays on Asia and Asian Diaspora</p> <p>Collaborative events with undergraduate student associations</p>	<p>Number of research and research-creation events in undergraduate classes organized by YCAR Associates</p> <p>Number and size of awards for excellent papers</p> <p>Number of collaborative events with undergraduate student associations</p>
KNOWLEDGE MOBILIZATION		
<p>Mobilize research to foster public awareness on Asia and Asian community experiences in Canada</p>	<p>Off-campus, collaborative, community-based events in GTA and beyond as are relevant and strategic</p> <p>Publish open-access, online Asia Research Briefs to promote York research on Asia and Asian Diaspora</p> <p>Support the KM needs of YCAR Associates and of projects based at the Centre</p>	<p>Number of events and attendance at each event/activity</p> <p>Number of ARBs released, website hits. Number of tweets / Facebook posts/likes/followers</p> <p>YCAR-supported KM outputs of Associates and YCAR-based projects; funding support for YCAR from said initiatives</p>

6. Resource Commitments

VPRI:

The VPRI will ensure YCAR has access to core operating resources throughout the Charter term, including specialized research support services for their Associates' preparation of large-scale collaborative grant applications and notification of international and national research funding opportunities as well as support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support the Centre's development in areas such as advancement, strategic planning, project management and budget planning, depending on the Centre's identified needs.

VPRI will continue to fund annually for the period of the mandate:

- a. the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement
- b. \$30,000 minimum, up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator
- c. OTO allocation of \$29,184.51
- d. \$2,000 in discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist YCAR Associates in attracting external funding.

In accordance with the SHARP budget model, YCAR will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects and other initiatives that run through YCAR.¹ However, as YCAR continues to mature, overhead funds from new projects (where applicable) will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2,000 annual contribution) for every \$2 of net new overhead funding that YCAR receives. This taxation is subject to VPRI meeting its commitment to support (following the reviewers' recommendation) a specialized half-time communication officer identified by the Centre.

The above is subject to YCAR meeting its ongoing responsibility to encourage its Associates make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty:

As lead Faculty, LA&PS commits to consider including in its strategic planning the development of YCAR in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization and advancement opportunities. LA&PS commits to offer assistance in the area of advancement such as by appointing a culturally sensitive advancement officer to cultivate donors. LA&PS commits to a continuation of existing support for the core course in the Graduate Diploma in Asian Studies.

Participating Faculty:

The Participating Faculties commit to contributing to discussions on how to enable YCAR’s research success in areas including membership, strategic research development, leadership of YCAR, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows and advancement opportunities.

Other:

The Korean Office for Research and Education (KORE) and the Asian Business and Management Program (ABMP) are both based at YCAR. These initiatives contribute to YCAR—through their presence, ideas, people and activities—as well as with financial support, which is determined on a yearly basis and dependent on multiple factors. The latter including funding for the Canada-China Initiatives Fund, which provides vital funding for York faculty and students to host activities on and conduct research in the Greater China Region and the diaspora.

7. PIER

YCAR commits to consult and incorporate PIER recommendations into its operational activities and its Associates’ research, and to identify specific actions taken and/or will be taking in each year’s annual report submission to VPRI.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Hana Shams Ahmed, *Social Anthropology, Graduate Associate Representative*

Ranu Basu, *Geography*

B. Michael Frolic, *Asia Business & Management Program*

Laam Hae, *Associate Director and GDAS Coordinator, Politics*

Amardeep Kaur, *Geography, Graduate Associate Representative*

Abidin Kusno, *Environmental and Urban Change(ex-officio)*

Yam Lau, *Visual Arts and Art History*

Radhika Mongia, *Sociology*

Yuka Nakamura, *Health*

Sergei Plekhanov, *Politics*

Rachel Wong, *English, Graduate Associate Representative*

Xueqing Xu, *DLLL Representative*

Appendix B – Proposed Members of the Advisory Committee

Sonny Cho, *President, Sonny Cho & Partners*
Samira Kanji, *Director, Noor Cultural Centre*
Keith Lowe, *Co-founder, Toronto-Hakka Conference*
Julie Nguyen, *Director, Canada-Vietnam Society*
Johnny Tan, *Asia Director, Toronto Global*
Yuen Pau Woo, *Canadian Senator*

Appendix C – Proposed Membership

Faculty Associates

Family Name	Given Name	Faculty	Department
Agathangelou	Anna	LA&PS	Politics
Alcedo	R. Patrick	AMPD	Dance
Aulakh	Preet	Schulich	Pierre Lassonde Chair in International Business
Basu	Ranu	LA&PS	Geography
Bazely	Dawn	Science	Biology
Belk	Russell	Schulich	Kraft Foods Chair in Marketing
Boittin	Margaret	Osgoode	Osgoode Hall Law School
Chakraborty	Kabita	LA&PS	Children's Studies
Chatterjee	Soma	LA&PS	School of Social Work
Cho	Lily	LA&PS	English
Dao	Nga	LA&PS	Social Science
Das	Raju	LA&PS	Geography
Das Gupta	Tania	LA&PS	Equity Studies
Drummond	Lisa	LA&PS	Urban Studies
Dua	Enakshi	LA&PS	Equity Studies, Scholl of Gender, Sexuality and Women's Studies
Fogel	Joshua A.	LA&PS	History
Giordan	Pietro	LA&PS	Languages, Literatures and Linguistics
Goossen	Theodore W.	LA&PS	Humanities
Goulding	Jay	LA&PS	Social Science
Gururani	Shubhra	LA&PS	Anthropology
Hae	Laam	LA&PS	Politics
Hayashi	Sharon	AMPD	Cinema and Media Arts
Henders	Susan J.	LA&PS	Politics
Hirji	Zulfikar	LA&PS	Anthropology
Hyndman	Jennifer	LA&PS	Social Science; Geography
Jeon	Mihyon	LA&PS	Languages, Literatures and Linguistics
Judge	Joan	LA&PS	History
Kal	Hong	AMPD	Visual Art and Art History
Kapoor	Ilan	EUC	Environmental and Urban Change

Kazimi	Ali	AMPD	Cinema and Media Arts
Kelly	Philip F.	LA&PS	Geography
Khanlou	Nazilla	Health	Women's Health Research Chair in Mental Health; Nursing
Kim	Ann H.	LA&PS	Sociology
Kim	Janice C.H.	LA&PS	History
Klassen	Thomas	LA&PS	Political Science; School of Public Policy and Administration
Kusno	Abidin	FES	Environmental & Urban Change
Lau	Yam	AMPD	Visual art and Art History
Li	Jessica Tsui-yan	LA&PS	Languages, Literatures and Linguistics
Lightman	Bernard	LA&PS	Humanities
Lo	Lucia	LA&PS	Geography
Lunstrum	Elizabeth	LA&PS	Geography
Ma	Jia	LA&PS	Languages, Literatures and Linguistics
Maiter	Sarah	LA&PS	School of Social Work
Man	Guida	LA&PS	Sociology
Mandell	Nancy	LA&PS	Sociology
Matsuoka	Atsuko	LA&PS	School of Social Work
Mongia	Radhika	LA&PS	Sociology
Montsion	Jean Michel	Glendon	Multidisciplinary Studies
Nakamura	Yuka	Health	Kinesiology
Narayan	Chandan	LA&PS	Languages, Literatures and Linguistics
Nijhawan	Michael	LA&PS	Sociology
Nijhawan	Shobna	LA&PS	Languages, Literatures and Linguistics
Oikawa	Mona	LA&PS	Equity Studies
Park	Hyun Ok	LA&PS	Sociology
Persram	Nalini	LA&PS	Social Science
Plekhanov	Sergei	LA&PS	Politics
Preston	Valerie	LA&PS	Geography
Rosienski-Pellerin	Sylvie	Glendon	Études françaises
Schrauwers	Albert	LA&PS	Anthropology
Seto Nielsen	Lisa	Health	Nursing
Shahrokni	Shirin	Glendon	Sociology
Sriskandarajah	Anuppiriya	LA&PS	Humanities
Tungohan	Ethel	LA&PS	Politics
Turner	Alicia M.	LA&PS	Humanities
Vandergeest	Peter	LA&PS	Geography
Wong	Yuk-Lin Renita	LA&PS	School of Social Work
Wong	Wendy S.	AMPD	Design
Wright	Lorna	Schulich	International Business and Organization Studies

Wu	Cary	LA&PS	Sociology
Xu	Xueqing	LA&PS	Languages, Literatures and Linguistics
Zha	Qiang	Education	Education

Faculty Associates (non-full time)

Family Name	Given Name	Faculty	Department
Armstrong	Karen	Education	Education
Hazra	Anindo	LA&PS	English
Lee	David Kyongwon	LA&PS	Economics
Malik	Sadia M.	LA&PS	Economics
Ranganathan	Shyam	LA&PS	Philosophy
Rubinoff	Janet A	LA&PS	History
Shi	Xiao Ning	LA&PS	Languages, Literatures and Linguistics
Sin	Rick	LA&PS	School of Social Work

Emeriti Faculty Associates

Family Name	Given Name	Faculty	Department
Bannerji	Himani	LA&PS	Sociology
Frolic	Bernard	LA&PS	Politics
Gewurtz	Margo	LA&PS	Humanities
Mukherjee	Arun	LA&PS	English
Nagata	Judith	LA&PS	Anthropology
Sankaran	Trichy	AMPD	Music
Van Esterik	Penny	LA&PS	Anthropology
Wolf	Bernard	Schulich	International Business

Postdoctoral Researcher (Externally and Internally-funded with YCAR affiliation)

Family Name	Given Name	Affiliation
Koeth	Elsa	Post-Doctoral Fellow, Urbanization, Gender and the Global South (SSHRC-funded)

Graduate Associates

Family Name	Given Name	Programme	Faculty	Department
Aery	Anupama	Masters	LA&PS	EUC
Afrazeh	Aida	Doctoral	LA&PS	Geography
Ahmed	Hana Shams	Doctoral	LA&PS	Social Anthropology
Ahmed	Sheheryar	Masters	LA&PS	Humanities
Akhter	Tashina	Masters	LA&PS	Social Anthropology
Allen	Sarah	Doctoral	LA&PS	Geography

Atique	Asma	Doctoral	Osgoode	Osgoode
Bajpeyi	Arpita	Doctoral	AMPD	Dance
Banerjee	Sanjukta	Doctoral	LA&PS	Humanities
Banerjee	Sanjukta	Doctoral	AMPD	Dance
Bayani	Shahab S.	Doctoral	LA&PS	Humanities
Bhattacharyya	Aishwarya	Masters	LA&PS	Development Studies
Blower	Jenna	Doctoral	LA&PS	Social Anthropology
Bongolan	Benjamin	Masters	EUC	Environmental & UC
Bouthillier	Maxime Marcotte	Doctoral	LA&PS	Politics
Brierley	Alyssa	Doctoral	LA&PS	Politics
Caporusso	Jessica	Doctoral	LA&PS	Social Anthropology
Cardenas	Kenneth	Doctoral	LA&PS	Geography
Carroll	Myles	Doctoral	LA&PS	Politics
Chatterjee	Sabina	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Chatterjee	Shraddha	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Chaudhury	Aadita	Doctoral	LA&PS	Science & Technology Studies
Chowdhury	Fatin	Masters	EUC	Environmental & UC
Chou	Elena	Doctoral	LA&PS	Sociology
Cui	Yao	Doctoral	AMPD	Music
Dhillon	Samantha Zoe	Masters	LA&PS	English
Dizon	Hazel	Masters	LA&PS	Geography
Duker	Peter	Masters	LA&PS	Geography
Evans	Heather	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Faux	Adam	Doctoral	AMPD	Music
Fiumara	Joseph	Masters	AMPD	Cinema and Media Studies
Fu	Mengzhu	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Fulton	Jillian	Doctoral	LA&PS	Social Anthropology
Gayed	Andrew	Doctoral	AMPD	Visual Art and Art History
George	Meghna	Doctoral	LA&PS	Social Anthropology
Gibson	Kyle	Doctoral	EUC	Environmental Studies
Gnanasekar	Abinaya	Masters	LA&PS	International Development
Go	Chaya Ocampo	Doctoral	LA&PS	Geography
Govi	Vedanth Sachdeva	Doctoral	LA&PS	Social Anthropology
Guragain	Khem	Doctoral	LA&PS	English
Hameed	Yasir	Doctoral	EUC	Environmental Studies
Hasan	Mohammad	Doctoral	Osgoode	Osgoode

He	Yiming	Doctoral	LA&PS	Politics
Htoo	Sheila	Doctoral	EUC	Environmental Studies
Humayun	Mariam	Doctoral	Schulich	Business
Islam	Aaisha Zafar	Masters	LA&PS	Communication and Culture
Jia	Lianrui	Doctoral	LA&PS	Communication and Culture
Jiang	Cindy	Doctoral	Health	Critical Disability Studies
Joseph	Jolin	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Joya	Mejda	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Kabir	Rohina	Masters	LA&PS	Interdisciplinary Studies
Kalyanaraman	Shruti	Doctoral	LA&PS	Gender, Feminist and women's Studies
Kanageswaran	Meera	Masters	AMPD	Dance
Kaur	Amardeep	Doctoral	LA&PS	Geography
Kim	Jihong	Masters	LA&PS	History
Lee	Sangyoo	Doctoral	LA&PS	School of Social Work
Lee	Seulsam	Masters	LA&PS	Sociology
Li	Vonnie (Chenxin)	Doctoral	LA&PS	Social Anthropology
Lu	Eva	Doctoral	LA&PS	Art History and Visual Culture
Lu	Jun	Doctoral	LA&PS	Social and Political Thought
MacDonnell	Mallory	Doctoral	LA&PS	Geography
Magpantay	Clarence	Masters	LA&PS	Geography
Magsumbol	Nadjie Danielle (Dani)	Doctoral	LA&PS	Politics
Mallick	Ayyaz	Masters	FES	Environmental Studies
Marium	Lubna	Masters	AMPD	Threatre and Performance Studies
Medina de Loera	Wendy A.	Doctoral	LA&PS	Geography
Melo	Carli	Doctoral	LA&PS	Geography
Mendez	Mila	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Minhas	Rupinder	Doctoral	LA&PS	Geography
Nader	Zahra	Masters	LA&PS	Communication and Culture
Nagar	Khyati	Doctoral	LA&PS	Humanities
Nahmias	Noa	Doctoral	LA&PS	History
Narayanamoorthy	Nanditha	Doctoral	LA&PS	Humanities

Nayyar	Rajat	Doctoral	AMPD	Theatre and Performance Studies
Nguyen	Christine	Doctoral	LA&PS	Humanities
Niki	Izumi M	Doctoral	LA&PS	Sociology
O'Doherty	Desmond	Doctoral	LA&PS	Humanities
Park	Min Ah	Doctoral	LA&PS	English
Pashmforoosh	Golaleh	Masters	LA&PS	History
Peng	Hsin-Yun (Jaden)	Doctoral	LA&PS	School of Social Work
Phonepraseuth	Janice	Doctoral	LA&PS	Sociology
Pogorelo	Olesya	Masters	LA&PS	Development Studies
Polleri	Maxime	Doctoral	LA&PS	Social Anthropology
Quayyum	Nausheen	Doctoral	LA&PS	Politics
Rajendran	Susan	Doctoral	LA&PS	Humanities
Rajuguru	Venilla	Doctoral	LA&PS	Science and Technology Studies
Ramoz	Hussain A	Doctoral	LA&PS	Politics
Rawcliffe	Dalton	Doctoral	LA&PS	History
Richards	Jarren	Doctoral	LA&PS	Geography
Roberts	Kimberly	Doctoral	LA&PS	Geography
Roca	Antoniell	Doctoral	AMPD	Music
Sangadji	Arianto	Doctoral	LA&PS	Geography
Sarrazin	Philip	Masters	LA&PS	Geography
Scott-Grimes	Cailleah	Masters	AMPD	Cinema and Media Studies
Sim	Zhi Ming	Doctoral	LA&PS	Politics
Sivalingam	Harini	Doctoral	LA&PS	Socio-legal Studies
Sivathanan	Shalika	Doctoral	LA&PS	English
Somal	Ravneet	Masters	LA&PS	Social Anthropology
Stevens	Christopher	Doctoral	LA&PS	Politics
Sukhdev	Shabnam	Masters	AMPD	Cinema and Media Studies
Sukumaran	Geetha	Doctoral	LA&PS	Humanities
Trichilo	Josh	Doctoral	LA&PS	Humanities
Trudel	Patricia	Masters	LA&PS	Social Anthropology
Valiyaparampil	Merin	Doctoral	LA&PS	Social Anthropology
Venkatesan	Deepa	Masters	LA&PS	Communication and Culture
Verbakel	Derek	Doctoral	LA&PS	Politics
Verrall	Robin	Doctoral	LA&PS	Politics
Vogel	Christopher	Doctoral	LA&PS	History
Whitney	Megan	Doctoral	LA&PS	Geography
Wong	Rachel	Doctoral	LA&PS	English
Wong	Keefer	Doctoral	LA&PS	Sociology
Wytenbroek	Lydia	Doctoral	LA&PS	History

Yalamarty	Harshita Sai	Doctoral	LA&PS	Gender, Feminist and Women's Studies
Yokoma	Kyoko	Masters	AMPD	Cinema and Media Studies
Zaidi	Sabika	Masters	FES	Environmental Studies
Zaidi	Summaiya	Doctoral	Osgoode	Law
Zhao	Yikun	Doctoral	LA&PS	Sociology
Zhao	Sabrina	Masters	AMPD	Cinema and Media Studies

External Research Associates

Family Name	Given Name	Affiliation
Bhutani Vi	Asmita	Ontario Institute of Studies in Education, University of Toronto
Caprioni	Elena	Schulich Executive Education Centre, Schulich School of Business
Contessi	Nicola	Independent Researcher
Dai	Lianbin	Independent Researcher
Dandurand	Guillaume	University of Sherbrooke
Das Kundu	Nivedita	Independent Researcher
Gavieta	Rommel	Air Mabuhay Corporation; Philippine National Railways; Intelligence Service, Armed Forces of the Philippines, the Philippines
Hamidzada	Humayun	World Bank
Hasan	Nadia	National Council of Canadian Muslims
Husain	Abhar	Independent Researcher
Lamb	Vanessa	University of Melbourne
Latt	Sai	Joint Peace Fund, Myanmar
Li	Wan Kay	Liberal Arts & Professional Studies, York University
Li	Ping Hung	University of British Columbia, Okanagan
McGuire	Colin	Independent Researcher
Milgram	Lynne	OCAD University
Mujahid	Ghazy	United Nations consultant
Onuki	Hironori	University of Wollongong, Australia
Ortega	Arnisson Andre Caparas	Syracuse University
Qadeer	Altaf	Independent Researcher
Quadir	Fahimul	Queen's University
Rodrigo	Arun Nedra	Translator
Rouf	Kazi	Independent Researcher
Schoenberger	Laura	Durham University
Smith	Ei Phyu	Independent Researcher

Stainton	Michael	George Leslie Mackay Committee
Sung	Doris Ha Lin	University of Alabama, Tuscaloosa
Takai	Yukari	University of Windsor
Tirmizey	Kasim	McGill University

**Centre for Bee Ecology, Evolution, and Conservation (BEEc)
2020 – 2025 Charter**

Terms and Expectations

1. Mandate

Our mandate is to pursue interdisciplinary research on bee biology, health, and conservation, to carry out public outreach and education, and to support the development of policy pertaining to pollinator health and conservation.

2. Lead Faculties

The **Faculty of Science** agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of BEEc in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in BEEc, supplying decanal representatives to serve as Vice-Chairs on its Board, and participating in the selection and approval of Directors for BEEc as warranted. The lead Faculty agrees to consider integrating BEEc objectives into their strategic research planning and to champion the development of BEEc as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of BEEc will be considered appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, **Faculty of Environmental Studies (FES) [soon to be the Faculty of Environmental and Urban Change]**, **Faculty of Liberal Arts & Professional Studies (LA&PS)** and **School of the Arts, Media, Performance & Design (AMPD)** agree to play a supportive role in promoting the development of BEEc and to provide a representative to its Board.

3. Board

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

- Vice President Research & Innovation (or designate)
- Chair, Department of Biology (or designate)
- Dean, Faculty of Science (or designate)
- Dean, Faculty of Environmental Studies (or designate)
- Dean, Faculty of Liberal Arts & Professional Studies (or designate)
- Faculty of Liberal Arts & Professional Studies (or designate)
- Dean, School of the Arts, Media, Performance & Design (or designate)

4. Directorship

The Executive Committee of BEEc met in August 2019 and nominated Amro Zayed to act as the inaugural Director of the ORU. Zayed holds a York Research Chair in Genomics (Tier II) and is an Associate Professor in the Dept. of Biology, Faculty of Science. Directorships are typically 5 years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2020-2025

Objectives:

- Organize and support interdisciplinary research teams to develop large-scale grant applications on bee biology and bee health.
- Develop a critical mass to attract and train the best talent in the field.
- Provide an expanded platform to communicate to the public and the media.
- Provide a platform for fundraising.
- Build a diverse research community in a collaborative manner.

Expectations and Deliverables

We will evaluate the success of our ORU using the following metrics:

Research intensification: We expect BEEc to support high quality research, which can be measured by standard metrics including number of articles in peer-reviewed journals and their associated impact factor, 'Altmetric' scores, invited talks, new collaborative grants, and new awards garnered by the faculty and trainees associated with BEEc.

Recruitment and Training: Success at developing a critical mass will be evidenced by our ability to attract externally funded graduate students and postdocs. The success of our training program will be measured by productivity metrics (i.e. papers published and presentations given that are related to the activities of the Centre) of graduate students and postdoctoral fellows, and award and scholarship competition, leading to positions within relevant fields post-graduation.

Communication: Our success in public and media engagement will be evidenced by: national and international media coverage, public engagement in outreach activities for both 'live events (i.e. public lectures by BEEc faculty, attendance at BeeCON and proposed public lecture series), and on social media (i.e. number of followers and engagement on social media feeds).

Fundraising: Attraction of private donors (website for direct donations from the public). Securement of large commitments from private donations through participating faculties and YorkU Advancement. Increased annual fundraising activities. [Enhanced external funding outlined above, please see Research Intensification].

Value of the BEEc: We will compare the above metrics for BEEc faculty and their students before and after BEEc is chartered to directly assess the impact of the ORU.

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure BEEc has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will fund a) the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, BEEc will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through BEEc.¹ However, as BEEc continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding BEEc receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to BEEc meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

Lead Faculty:

As lead Faculty, the Faculty of Science, commits to consider including in its strategic planning the development of BEEc in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculties:

The Participating Faculties commit to contributing to discussions on how to enable BEEc’s research success in areas including membership, strategic research development, leadership of BEEc, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

7. PIER

BEEc commits to consult and incorporate PIER recommendations into their research and operational activities, and to identify specific actions taken in each year’s annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

1. Amro Zayed / YU Research Chair in Genomics / Associate Professor
2. Laurence Packer / Distinguished Research Professor
3. Sheila Colla / Assistant Professor
4. Sandra Rehan/ Assistant Professor
5. Jane Heffernan / Research Chair in Multi-Scale Quantitative Methods for Evidence-Based Health Policy

Appendix B – Proposed Members of the Advisory Committee

Industry: Dan Davidson, President, OBA (Ontario Beekeepers Society) Stephen Pernal, AAFC (Agriculture and Agri-Food Canada)
Scientists: Robert Currie, University of Manitoba Claire Kremen, University of British Columbia Ralph Cartar, University of Calgary James Thomson, University of Toronto
NGOs: Wildlife Preservation Canada Ontario Nature Friends of the Earth Canada Nature Conservancy of Canada

Centre for Indigenous Knowledges and Languages
2021 – 2026 Charter

Terms and Expectations

1. Mandate

The Centre for Indigenous Knowledges and Languages supports research involving both traditional and contemporary knowledges, as care-taken, shared, and created by Indigenous scholars located in the University and Indigenous knowledge holders from communities. It aims to facilitate research and knowledge production and dissemination, by Indigenous and non-Indigenous scholars, that re-centres Indigenous knowledges, languages, practices, and ways of being. It thus affirms Indigenous knowledges as vital sources of insights for our world and for future generations.

2. Lead Faculty

The Faculty of Liberal Arts and Professional Studies agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CIKL in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CIKL, supplying a decanal representative to serve on its Board, and participating in the selection and approval of the Director for CIKL, as warranted. The lead Faculty agrees to consider integrating CIKL objectives into its strategic research planning and to champion the development of CIKL as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CIKL will be integrated as appropriate into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As participating Faculties, Glendon College and **Osgoode Hall Law School** agree to play a supportive role in promoting the development of CIKL and to provide a representative to its Board.

4. Board

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

- Vice-President, Research & Innovation (or designate)
- Vice President, Equity, People & Culture (or designate)
- Principal, Glendon College (or designate)
- Dean, Faculty of Liberal Arts & Professional Studies (or designate)
- Dean, Osgoode (or designate)

5. Directorship

The Office of the Vice-President Research & Innovation will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations for 2021-2026

General nature of research program

The Centre will (1) invigorate and support Indigenous research about Indigenous Knowledges and Languages at the University by creating an institutional space for Indigenous researchers, students and non-Indigenous researchers engaged in decolonizing scholarship; (2) coordinate and disseminate Indigenous knowledges as vital sources of insights for our world and for future generations; (3) support the institutional development of respectful reciprocal relationships with Indigenous Nations named in the York University Land Acknowledgement; and (4) signal Indigenous presence through the development of physical markers on the campus. We address these, each in turn, below.

First, with regard to the creation of Indigenous Knowledges and the caretaking of Indigenous Languages at the University, the priority is to set up an institutional structure to facilitate the encounter of Indigenous researchers and all those engaged with Indigenous and decolonizing knowledges. This will create the fertile ground out of which further engagement with Indigenous knowledges can grow. As the number of Indigenous faculty members increases it is important to improve upon the current piecemeal approach that has often led to individual Indigenous scholars being isolated in their departments, schools and Faculties.

For these reasons, in the Centre's first year of operation, participating scholars will define the major orientations of research activities. In this way, the Centre will enable the development of cross-campus Indigenous research programs. Subsequently supporting the development of research grants around these major axes, as they are defined, will be another Centre priority.

Second, with regard to the coordination, consolidation, collaboration, and dissemination of Indigenous research events, there are already various projects and activities across the university that fall under the Centre's mandate, and that would benefit from the increased capacities of this institutional space: (1) The Glendon Indigenous Speaker Series currently organized by the Glendon Indigenous Affairs Council; (2) The Indigenous Woman's Speaker's Series, currently hosted by the Centre for Feminist Research; (3) the Indigenous Health and Decolonization Speaker series organized by Sean Hillier in the Faculty of Health; and all the other Indigenous speakers invited on a more ad hoc basis throughout the academic year. The Centre will coordinate with such events and advertise them, as appropriate, across the University and Toronto, and beyond, e.g. through a newsletter, a public calendar of events and by ensuring events are advertised on Yfile. In addition, the Centre will gather and distribute information on grants that may be useful for such projects and offer support to its members in obtaining grants for these events.

Third, another critical role for the Centre, as it supports Indigenous research, knowledge and language presence at the University, is the development of sustainable, mutually beneficial relationships with various Indigenous communities. The task of maintaining these relationships cannot fall solely on the shoulders of individual Indigenous faculty members. The Centre is well placed to build these relationships and steward them. More concretely, the Centre will seek, for instance, to ensure the sustainable development of a relationship with the Huron-Wendat Nation with regard to the Parson site, which sits a few hundred yards from our campus; it will also seek to develop Memoranda of Understanding with the First Nations who are caretakers of the lands which York University occupies and with whom mutually beneficial relationships can be developed, including with respect to research involving Indigenous knowledges and languages.

Fourth and finally, Indigenous presence must be made explicit through physical signs on campus. This Centre will coordinate with research projects like the current Indigenous Art Project at Glendon, to create a permanent marker of Indigenous presence at that campus. The Centre will seek to secure a physical space for research and related activities with the various Indigenous Nations associated with the Lands currently occupied by the University. Going forward, the Centre will explore the possibility of having the Hoover House renovated, renamed and transformed into the headquarters of Indigenous knowledges, languages and research presence at York University.

Expectations and Deliverables

In the first year of the Charter, the aim will be to develop collaborative research spaces and make Indigenous research at York University visible, both internally and externally, through events and in collaboration with other ORUs and through the creation of a dedicated website, listserv and regular meetings with participants across the university and in the community.

- In the first year of the Charter, the Director will work with members to apply for research grants and infrastructure resources that will allow the Centre to bring together Indigenous researchers from across the province/country to consider partnerships and build relationships.
- In the first several years of the Charter, the ORU will develop a collegial network of researchers, with an aim of at least twenty internal and associate members regularly participating in the life of the ORU (for instance, by holding events, applying for research grants, mentoring students in research and so on).
- In the first several years of the Charter, the ORU will develop institutional relationships with Indigenous peoples who are caretakers of the lands that York University now occupies, with the aim of developing MOUs between the University and these peoples during the second Charter.
- In the first several years of the Charter, the Centre will seek out ways to physically mark Indigenous presence across the campus, including through researching and mobilizing Indigenous land-based knowledges and creative contributions.

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure CIKL has access to core operating resources throughout the Charter term, including specialized research support services for Indigenous knowledges and the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a part-time Coordinator with expertise in Indigenous research grants, and c) \$2000 discretionary operating funds.

In conjunction with ongoing campus wide initiatives in support of Indigenous research and researchers and taking into account the external reviewers' recommendations, the Centre will seek additional appropriate support for the Director and Coordinator in the first years of the Charter.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the existing budget model, CIKL will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CIKL.¹ However, as CIKL continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding CIKL receives.

Revenue generated from new endowments may also be used to offset costs where appropriate. However, endowments to support an endowed Chair for the Centre's Director, for physical markers of Indigenous presence on campus and related to any MOU with First Nations named in the land acknowledgement will be considered separate from general Centre costs.

Recognizing the special obligations of the University to the CIKL, the VPRI office will assist in coordinating:

- with the Faculties and the Office of Advancement and appropriate Deans to pursue the creation of an endowed Chair for the CIKL

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

- with appropriate York University entities in the development of a MOU with First Nations named in the York University land acknowledgement
- with appropriate York Universities authorities to pursue internal and external funding to develop physical markers of Indigenous presence on all York University campuses

The VPRI, in consultation with the Director and other relevant bodies will ensure that the physical space for the CIKL is specifically adapted and welcoming to Indigenous faculty, students, staff and community members. As the external reviewers have affirmed, there needs to be a dedicated, welcoming and culturally appropriate physical space as the home for this research center.

The above is subject to CIKL meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty:

As lead Faculty, The Faculty of Liberal Arts and Professional Studies commits to consider including in its strategic planning the development of CIKL in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculty:

The participating Faculties commit to contributing to discussions on how to enable CIKL's research success in areas including membership, strategic research development, leadership of CIKL, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

7. PIER

CIKL commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

1. Director, TBA
2. Ruth Koleszar-Green, Assistant Professor, School of Social Work
3. Bonita Lawrence, Professor, LA&PS
4. Brock Pitawanakwat, Associate Professor, LA&PS
5. Elaine Coburn, Associate Professor, Glendon College
6. Celia Haig-Brown, Professor, Faculty of Education

Appendix B – Proposed Members of the Advisory Committee

1. Joyce Green, Professor, University of Regina
2. Emma LaRocque, Professor, University of Manitoba
3. Office of the Vice-President Research & Innovation
4. Margaret Kovach, Professor, University of Saskatchewan
5. John Borrows, Professor, University of Victoria
6. James Sakej Youngblood Henderson, Research Fellow, University of Saskatchewan
7. Kathy Absolon, Wilfred Laurier University

DRAFT - APRIL 17, 2020

Building a Better Future: York University Academic Plan 2020-2025

The University Academic Plan (UAP) 2020-2025 is about coming together to make positive change for our students, our campuses, and our local and global communities.

This UAP is launching at a moment of unprecedented trial for human and planetary health, security, and well-being. In the midst of a global pandemic, York University has demonstrated our fundamental solidarity and commitment to serving the public good while caring for all of our members. As a leading generator of knowledge, York has brought expertise from across disciplines to better understand the myriad dimensions of this historic crisis and to build new tools and strategies to overcome it. Notwithstanding physical distancing, we have truly come together as a resilient community. In the process, we have proven once again York's commitment to an enduring and distinctive set of core values:

- We strive for **Excellence** in fulfilling all aspects of our mission.
- We are **Progressive**, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
- We champion **Diversity and Inclusivity**, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.
- We are passionate about advancing **Social Justice and Equity** through critical insight, creative problem solving, and socially responsible action.
- We uphold **Sustainability** - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

These values are embedded in York University's Mission and Vision statements:

Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan, and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni, and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance. York University makes innovation its tradition. *Tentanda Via*: The way must be tried.

Vision

York's vision is to provide a broad sociodemographic of students with access to a high quality education at a research intensive University that is committed to enhancing the well-being of the communities we serve.

The Journey to 2020

After a decade of rapid development York has arrived as a fully comprehensive, research-intensive, multi-campus, urban University. We combine groundbreaking scholarship, discovery, and artistic creation with renowned strengths in community engaged and industry partnered research for maximum social and economic impact.

We are a full spectrum University, increasingly recognized for excellence in health, engineering, and sciences, while we continue to lead in liberal arts, creative and performing arts, and professional studies. The comprehensive strengths of our Keele campus are enhanced by our bilingual Glendon campus, our downtown professional learning sites devoted to law and business, and our international campuses in Hyderabad, India and Las Nubes, Costa Rica.

York boasts one of the largest and most diverse undergraduate and graduate student bodies in Canada, almost 18% of whom are now international students. Through the ingenuity of our faculty, we have dramatically grown the opportunities for students to access our programs virtually from anywhere in the world, and to learn experientially through community placements, capstone projects, and research internships. Students are embracing new programs in emerging areas like Global Health, Indigenous Studies, Digital Media, and Management of Artificial Intelligence. Our School of Continuing Studies has quickly become one of North America's largest and most successful, offering cutting-edge and flexible pathways to education for adult learners looking to retool their careers.

Through the growth of Innovation York, we have emerged as a thriving regional hub for entrepreneurship and knowledge mobilization. We value our deep connections to local and global partners, who work with us to contribute to the wellbeing of both people and communities. York University has a global alumni network of over 325,000 people in more than 170 countries, who are making a positive impact on their communities and excelling in every field of human endeavour.

Where We Are Going

York is entering a new phase of purposeful expansion in directions that anticipate the needs of future learners, both locally and globally, as well as the evolving needs of society. We will launch a new campus in Markham centred on technology and entrepreneurship. We will develop an integrated health precinct with partners in Vaughan. We will take steps to realize the potential of the Lands for Learning at our flagship Keele Campus. We will elevate our international partnerships and profile, and the global connectivity of our research and our graduates. To enable this future-oriented vision, we will invest in robust professional development for our instructors and in the significant renewal of our research and teaching infrastructure, both physical and virtual.

York has scaled up its health-related teaching, research, and innovation based on a vision of keeping more people healthier, longer. We are well placed over time to establish a medical school that is designed in a manner consistent with this vision, to serve one of Canada's fastest growing and most diverse regions through a community-based care model that integrates physicians into broader health and wellbeing promotion teams.

Focusing on the next five years, this Plan charts a path to positive change in relation to six Priorities that are foundational to York University's mission, vision, and identity. For each Priority the Plan explains the reasons why action is imperative and the key aims that will guide us. Permeating all six Priorities is a theme of *coming together* as both a precondition and an outcome of fulfilling the Plan. A better future must be rooted in strong relationships – among the members of our own institution, across our multiple campuses, with our closest neighbours and Indigenous communities, and with our burgeoning networks of partners near and far.

Advancing the Sustainable Development Goals

In the spirit of coming together, the York community has expressed a strong desire to bring our unique capacities to bear on some of the most urgent issues facing the planet, from climate change to inequality to truth and reconciliation to forced migration, among others. Over the next five years, we will challenge ourselves as a University to deepen our collective contributions to the United Nations' seventeen Sustainable Development Goals (SDGs). The York University SDG Challenge will invite participation from all interested members of our community. York is already recognized globally for our excellence in SDG-relevant research, education, innovation, and civic action. The SDG Challenge will further elevate our engagement and project our distinctive ethos as a community of changemakers.



See below in this Plan for more on how YorkU is advancing the seventeen UN Sustainable Development Goals.

York University's Planning Ecosystem

The UAP 2020-2025 marks a new beginning. At the same time, it builds on the transformational work already underway across the institution. This Plan is designed to function as a meta-document that links our existing academic plans and initiatives into a coherent whole. It embeds and affirms the University's Strategic Research Plan, its Indigenous Framework, and a new Internationalization & Global Engagement Strategy, among others. These focused strategies are embraced as vital elements that infuse the UAP as an overarching statement of our direction over the next five years.

The UAP also informs our operational and budget plans. York is known as a leader in Integrated Resource Planning (IRP) to ensure that high-level strategies do not sit on a shelf but are translated into concrete implementation plans. Every faculty and administrative unit has an IRP that lays out the specific actions it is taking to implement the UAP with timelines and regular progress reports, so that human and financial resources are continually aligned to support our stated academic priorities and goals.



Six Priorities for Action

York University has an enduring commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. As a learning community, we believe in the power of research, scholarship, creativity, education, and dialogue to transform ourselves and the world around us for the better. We share a collective belief in the university as a public trust.

This Plan is designed to uphold the fundamental values of the University, even as we evolve its role and reach to ensure our graduates are equipped for a future that will be defined by dramatic change.

- Climate and environmental change raise urgent questions for virtually every field of endeavour and a need to come up with innovative solutions.
- People are ever more connected through digital networks and physical mobility, generating complexity as well as immense possibilities to accelerate collaboration and problem solving.
- Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how people learn, think, and create.
- Global power shifts translate into local tensions and inequities, highlighting the need for meaningful strategies to enhance international cooperation, economic inclusion, and social cohesion.

York University brings distinctive capabilities to the table to meet these challenges and find the opportunities that lie within them. This UAP positions York clearly as an agent of positive change for our students, for higher education, for society at large, and for the planet. We believe that at this juncture, to make a better future, the world needs more of York University.

Each of the six Priorities focuses on a key dimension of positive change that York University will pursue over the life of the Plan. The Priorities are conceptualized as a wheel to reflect their fluidity and interdependence. Each Priority depends upon the others to fully realize the UAP, just as the people of YorkU depend upon each other to thrive as a whole community. The United Nations Sustainable Development Goals envelop the wheel to depict York's longstanding commitment to building a more just and sustainable future and to indicate how we are challenging ourselves over the life of this Plan to elevate these contributions.

2020-2025 UAP PRIORITIES



21st Century Learning: Diversifying Whom, What, and How We Teach

Why: Every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant.

This Priority speaks to the unparalleled diversity of our student body as a source of pride and a comparative advantage that differentiates York University as an institution. York has become a global magnet for talented people drawn by our academic excellence, cosmopolitan character, and commitment to making a positive difference. The next five years will see:

- continued efforts to make York an attractive destination for more Indigenous students, in line with our Indigenous Framework; and
- additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.

This Priority also highlights the value we place on diversity of thought. To prepare our students to live, work, and act meaningfully in the world, we will:

- continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
- pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews
- build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively in a variety of media

Finally, this Priority speaks to diversifying how we teach in an era of perpetual, universal learning. Rather than acquiring static knowledge, the hallmark of a quality education is now intellectual agility, adaptability, and knowing how to learn in any context. To meet this challenge we will:

- offer a wider range of credentials and flexible delivery options, in person and online, to expand access to learning for diverse individuals at multiple stages of their lives and careers
- attain our goal of providing every student with an experiential learning opportunity, regardless of program
- create more physical and virtual capacity for active and collaborative learning, so that students gain skills in working with others along with the joy of belonging to a learning community, wherever they are located
- encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge
- enhance and update teaching and professional development supports for all instructors, including tenure-stream and contract faculty as well as teaching assistants.

Knowledge for the Future: From Creation to Application

Why: As change accelerates around us, we aim to be more responsive to our communities by generating critical knowledge and works of art, ideas that engage multiple perspectives, and innovations that propel Ontario as a global knowledge-economy leader.

We have laid out an ambitious agenda for the continued growth and application of our research, scholarship, and creative activity in our Strategic Research Plan (SRP) 2018-2023: Towards New Heights. We remain committed to this agenda, including in particular:

- increasing the research participation of faculty and trainees at all levels across the institution
- accelerating growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works
- maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities
- implementing our Open Access Policy (2019)

Based on a thorough scan of activity across the University, the SRP mapped our established research and creative strengths across six intersecting themes, in which we are demonstrating national and international leadership:

Advancing Fundamental Inquiry and Critical Knowledge	Analyzing Cultures and Mobilizing Creativity
Building Healthy Lives, Communities, and Environments	Exploring and Interrogating the Frontiers of Science and Technology
Forging a Just and Sustainable World	Integrating Entrepreneurial Innovation and the Public Good

We expect to continue to grow and excel in these areas, with the help of investments that are already underway in enhanced infrastructure and in supports for our faculty. These include maintaining consistent high quality supports for individual investigators across the institution, as well as more focused investments in large-scale, collaborative research programs that cross disciplines and often borders with an array of partners. York University enters this UAP with an expanded cohort of graduate students and post-doctoral fellows from Canada and around the world, who will both participate in and accelerate this agenda.

The continued growth of our research and creative activities also demands that we support scholarly communities in keeping with the theme of *coming together*. York's excellence in inter- and transdisciplinary research is renowned and positions us for leadership in addressing the most complex and pressing issues of the day, such as those highlighted by the UN's SDGs. During this Plan, we will further cultivate this way of thinking across disciplines by means of our Organized Research Units and beyond, and find ways to infuse it deeply in student learning as well as in our research and creative activities and output.

The SRP 2018-2023 identified five areas where York has a clear opportunity to achieve new levels of research success in ways that bring a distinctively York perspective to addressing compelling challenges of our time:



Exciting initiatives are already underway, which include a new Centre for Indigenous Knowledges and Languages and an AI Taskforce, examining how York can become a distinctive leader in research and teaching that engages critically and humanistically with the development of technologies including artificial intelligence and machine learning.

Over the life of this UAP, we will continue to resource these efforts in particular by implementing our Faculty Complement Renewal Strategy, which calls for continued growth, renewal, and diversification of our tenure-stream faculty complement, including the use of cluster hiring to advance strategic priorities. This will also require focused efforts to meet current and future research infrastructure needs, to provide mentorship for an incoming generation of scholars, and to ensure that our faculty's research and creative outputs are disseminated ever more widely and recognized both internally and externally.

From Access to Success: Next Generation Student Supports

Why: With many of our students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

A core value of York University since its inception has been to provide access to all eligible students so that no talent is left behind. We serve large numbers of students who are new Canadians, Black, Indigenous, racialized, from lower income backgrounds, or who are among the first in their families to attend university. We are proud that our campuses teem with students of diverse sexualities, abilities, nationalities, religions, political beliefs, and linguistic backgrounds. Indeed, it is this vibrancy and promise that attract many people to come to York or to support our work.

We also recognize that many of our students may have substantial work and family commitments, or face systemic barriers as part of the experience of belonging to a minority in society or at university. As a large institution that has grown quickly, York also recognizes that we must reduce the complexity of navigating our University in order to improve the experience of all students: whether graduate, undergraduate, or those engaged in continuing studies.

With progress already happening in many areas, we will redouble our efforts over the course of this UAP to achieve positive change for our students in the following areas:

- more seamless, timely, and reliable access to excellent academic and career advising, as well as accessibility and other supports, through a combination of in-person service and digital systems, including our recently launched Student Virtual Advisor
- earlier feedback to students on their academic standing, and the use of data analytics to enable proactive, early interventions with students who are struggling
- more robust resources to assist international students with their distinctive needs
- achievement of our Faculty Complement Renewal Strategy to diversify our faculty to better reflect the makeup of our student body
- increased opportunities to practice relationship-building across differences
- more chances to learn about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples
- new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups

Advancing Global Citizenship

Why: York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

More than ever, universities have a responsibility to contribute to positive change through global cooperation and borderless education. York is already wellknown for its strengths in global languages and internationally engaged research and teaching, with alumni and partners around the world. Our Glendon campus provides a unique environment for cross-linguistic and cross-cultural teaching, research, and dialogue. We have an eco-campus in Las Nubes, Costa Rica and offer global management education at our campus in Hyderabad, India. In addition, we are embedded in one of Canada's most multicultural and economically vibrant urban regions, where many employers seek highly qualified personnel with a global orientation.

York University is launching an Internationalization and Global Engagement Strategy (2020), which sets the stage for a new phase of development that will bring greater resources and coordination to our efforts in this area and will reinforce our commitment to ethical internationalization. The pan-university consultation informing this Strategy has underlined the importance of promoting values of integrity, reciprocity, reflexivity, inclusivity, and sustainability in our international programs and activities. It sets an agenda for action in four areas:

- global outlook and fluency – informing curricula and global learning, while leveraging our own diversity
- global nature of research – attracting international scholars and supporting international collaborative research
- international students – robust recruitment from a broader sweep of countries, creating a supportive and inclusive environment, and supporting transitions to careers or further study
- global reach and profile – communicating more actively, enhancing global reputation, expanding partnerships, and fostering alumni connectivity

York is committed to supporting this agenda with enhanced resources and activities in each of these areas. We will work with Universities Canada and other partners to ensure that York can fully leverage new public investments such as the federally funded Outbound Student Mobility Program.

Working in Partnership

Why: York University understands that by partnering with other entities and sectors we gain vital insights and capacity to create positive impact for our students, our campuses, and our broader communities.

York has always embraced the view that we have much to learn from the communities we serve. We are a longtime leader in community-engaged research, teaching, and civic action. Our interactions with entrepreneurs and industry have grown exponentially in recent years with the launch of Innovation York, YSpace in Markham, and several Faculty-based innovation hubs. Through our Indigenous Framework, we are committed to engaging and supporting Indigenous communities and recognizing the support they provide to York. We know from experience that by working with other kinds of organizations we broaden our field of vision and increase our collective problem-solving capacities, while bringing our students into contact with valuable learning and career opportunities.

Over the course of this Plan, we will continue to build cross-sector and inter-community partnerships that can serve as vital catalysts for positive change. As a university, we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners, engaging all of our campuses and orienting students to both career paths and social responsibilities. Signature activities will include the following:

- developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation
- establishing a UN-sponsored CIFAL¹ centre to provide cross-sectoral training and development programs that will advance the UN SDGs

¹ CIFAL stands for Centre international de formation des autorités et leaders' (in English: International Training Centres for Authorities and Leaders). The CIFAL Global Network aims to strengthen capacities of government officials and civil

- attracting partners to help realize the potential of our Keele campus Lands for Learning to support both our academic mission and our social and environmental responsibilities
- implementing York University's social procurement policy, one of the first among Canadian academic institutions, as part of our broader commitment to being an anchor institution for the region
- continuing to work with York's Indigenous Council to strengthen the Indigenous presence on campus
- connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

Living Well Together

Why: Making positive change requires that all members of our diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

Anishinaabe teachings refer to the gift of Mino Bimaaddiziwin or the Good Life. Given the scale and breadth of York University, with many people engaging remotely or commuting some distance to our campuses, and with 325,000 alumni living and working around the world, we must make a conscious effort to know each other and to build a community reflective of this Good Life. Our students, staff, and faculty have let us know that a stronger sense of connection, inclusion, and wellbeing are among the key changes they are seeking in their daily experience of life at the University. Our alumni are seeking more opportunities to remain engaged with the University. In support of this Priority, we will pursue the following over the course of this Plan:

- renewing our physical environment with inspiring and humane natural and built spaces, including an expanded Joan and Martin Goldfarb Art Gallery of York University within a revitalized Harry Arthurs Common;
- enhancing our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship;
- continuing to implement mental health and wellbeing strategies, policies, and collective actions that create supportive and empowering environments for all members of the community;
- purposeful efforts to foster dialogue, respect, kindness, empathy, and open-mindedness to diverse points of view, for example through active listening;
- drawing upon our strengths in the creative and performing arts to enrich social connection and community pride;
- continued actions to support reconciliation through our Indigenous Framework, including additional Indigenous spaces and art works;
- systematic efforts to embed human rights, equity, diversity, and inclusion training across the University;
- enhanced efforts to engage and support our vibrant network of alumni and donors; and
- committing to a culture of service excellence, in which we all are responsible to support each other's success.

society leaders to advance sustainable development: <https://unitar.org/about/offices-training-centres-around-world/cifal-global-network>.

Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals

In addition to the six foundational Priorities above, members of the York University community have expressed a strong desire to make a difference on compelling issues of the day. Community members have pointed to a range of complex societal issues to which York is ideally placed to contribute, given our commitment to social responsibility, our extensive network of partnerships, and our excellence in thinking across disciplines. It is striking that most of the issues that surfaced in these conversations are referenced in the United Nations Sustainable Development Goals (SDGs), a framework that calls on member countries to take urgent action in seventeen areas that are critical to ensure peace and prosperity for people and the planet. The impact of the COVID-19 pandemic has further highlighted the urgency of this agenda.

SUSTAINABLE DEVELOPMENT GOALS



York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. By challenging ourselves to deepen this work over the next five years, and to track and report on our contributions, we reaffirm longstanding York values of social justice, equity, sustainability, and excellence in all that we do. This SDG Challenge will galvanize our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future.

Beginning in this 75th anniversary year of the United Nations, York's SDG Challenge will be a pan-University exercise to support and recognize a wide range of grassroots activities that may touch on any of the Priorities in the Plan. These activities may be purely internal or they may engage others from our nearest neighbourhoods to the farthest corners of the world. They may involve fundamental inquiry and artistic creation, or seek immediate changes in skills, policies, aesthetic practices, or behaviours. They may emanate from any academic discipline or administrative unit, or spark new collaborations across different areas of the University. They might even involve some friendly competition for a good cause. By supporting students, faculty, contract instructors, staff, alumni, donors, and volunteers to come together for SDG-related learning and initiatives, we will create leadership opportunities for our people and forge stronger relationships along the way. By telling the story of our SDG-related work, we will build community pride and put a spotlight on the qualities that make York University a truly unique and special place.

What will the York SDG Challenge mean in practice? Fully answering this question will require the further engagement of the York community. The Challenge will be most successful if ideas for how best to "answer the call" are crowd-sourced from all those who want to get actively involved in the work. This suggests a bottom-up approach with an emphasis on personal initiative as well as collaboration, educating ourselves and others, and building all of our skills and capacities for acting meaningfully in relation to the Goals.

The University will provide a support infrastructure to facilitate groups coming together around SDG-related projects or activities, to enable their work with a variety of resources, and to document outcomes so that we can build engagement and convey to ourselves and others the positive impact that we are having. The allocation of resources among the different SDGs and among different activities will follow the evolving interests of the York community.

To take one obvious example, climate change is an area of strong interest and expertise at York, crossing many disciplines and functions, and engaging multiple SDGs including #7 (Affordable and Clean Energy), #11 (Sustainable Cities and Communities), #12 (Responsible Consumption and Production) and #13 (Climate Action), as well as others. By drawing on existing reports and information, we can generate a baseline understanding of how climate change is being addressed through our academic curricula, research and creative activities, student clubs and extra-curriculars, campus operations, local and international partnerships, innovation and entrepreneurship programs, alumni engagement, capital planning, and other activities. This would serve as a directory of ongoing initiatives that could benefit from more people getting involved, as well as revealing opportunities to join forces or to create new initiatives. From here, a Convening Group could be established, including both academic and professional staff leaders, with support to organize launch events open to all interested members of the York community. Launch events could be imagined in a host of different ways to generate ideas, share knowledge, and define projects of interest. Those who already have an idea could be invited to submit proposals through an open call. As each year draws to a close, a culminating event could showcase accomplishments, reset agendas, and invite new participants to join in next steps.

By furthering SDG-related work that intersects with the Priorities, this Plan highlights the distinctive ethos of York as a University committed to shaping a better future and having a positive impact on our students, our communities, and the world around us.

The University Academic Plan 2015-2020 : Achievements Toward Priorities

PRIORITY 1 Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015 - 2020 in advancing York’s vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs.

Objectives	Examples and Signature Outcomes
1. Develop and implement Faculty plans to enhance the quality of our academic programs	<ul style="list-style-type: none"> 100% of York University's programs have documented learning outcomes.
2. Strengthen comprehensiveness and interdisciplinarity by: <ul style="list-style-type: none"> Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate “finishing year”, as well as professional and course-based Masters programs 	<ul style="list-style-type: none"> Collaborative curricular revisioning in the Faculty of Environmental Studies and the Department of Geography. Framework for Cross-Faculty Degree Programs Quality Assurance framework improved to provide clarity and consistency Enhanced suite of supports for curricular development: Teaching Commons programming, educational developers, market research capacity, facilitation All Faculty Integrated Resource Plans include actions to enhance quality academic programming <i>Engineering:</i> <ul style="list-style-type: none"> MASc and PhD programs in Civil Engineering MASc and PhD programs in Mechanical Engineering Broadening of PhD program in Electrical Engineering to add computer, electrical software engineering fields
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes	<ul style="list-style-type: none"> Certificate in Black Canadian Studies created Master of Management in Artificial Intelligence
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation	<ul style="list-style-type: none"> Honours BSc program in Neuroscience Graduate Program in Digital Media Introduction of a 4+1 program for high achieving students to be admitted simultaneously to Glendon, AMPD or Science and the Masters of Management Revisioning of the Environmental Science program Schulich School of Business has introduced several one-year Masters programs, in addition to a Master of Management in Artificial Intelligence 18 degree, certificate and diploma program closures

PRIORITY 2 Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University.

Objectives	Examples and Signature Outcomes
1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact	<ul style="list-style-type: none"> • Electronic CV Management Software project • Artificial Intelligence task force report and AI @ York U website launched • York University Open Access Policy passed by Senate in 2019 • York Libraries host specialized infrastructure platforms that extend the global visibility of York Scholarship: <ul style="list-style-type: none"> ▪ YorkSpace research repository - 33,400 items and averages 2.4 million downloads per year ▪ York Digital Journals publishing service • Open Access Fund for York scholarship • Osgoode Digital Commons and open access to legal scholarship • Brainstorm: Monthly special research issue of Y-File – 100 articles to date • “2 Minutes, 3 Questions” video series - researchers and academics across all 11 Faculties discuss the impact of their work and York’s leadership on a global stage • Graphic animated whiteboards that tell the story of research acceleration at York • Annual infographics featuring proof points and research rankings • # of doctoral students with external awards increased • Consistent success with a range of student awards • Overall # of postdocs increasing (primarily grant funded) • 2200+ research grants received
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society	
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means	
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world	
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research	
6. Enhance and project the profiles of our Organized Research Units	
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms	
8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach	
9. Establish and implement an Institutional Research Equipment and Facilities Plan in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective	
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities	

PRIORITY 3 Enhanced Quality in Teaching and Student Learning

York has an outstanding and well-deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation.

Objectives	Examples and Signature Outcomes
<p>1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.</p> <ul style="list-style-type: none"> • Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units • Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses 	<ul style="list-style-type: none"> • Striving towards integration of EE within greater proportion of York's programming. • Over the last 5 years we have established a pan university unit - the YU Experience Hub - to advance EE activities within the curriculum. The Hub supports students, faculty and community partners in EE activities. • We have established a common language document, developing tools to guide faculty to identify the EE opportunities they are already using in the classroom, working with the division of students to develop a comprehensive tracking system for EE. • Pan-university committee established to support on-line learning initiatives. • Funding for Enhanced Quality in Teaching and Student Learning initiatives is available through the Academic Initiatives Fund. • Teaching Commons programming includes modules on EE, TEL and other pedagogical innovation. • YU Experience Hub supports communities of practice. • University-wide international exchange: 1,793 students • Summer-short term international programs Abroad: 1,084 students • Learning from Los Angeles Film Course is a study-abroad course that will explore the fantastic histories, myths, and contradictions of the first modern media city, and the image it fashioned for itself. • GL/SP 3000 Spanish summer course: From 2013 to 2016, ~40 students participated in an immersive/experiential course through Glendon Hispanic Studies in cooperation with the National Autonomous University of Mexico. • Integrated Global Health Practicum is a program bridging theory and practice in a variety of health settings. • Expanded Becoming YU to full campus – program grounded in experiential learning theory and allows students to recognize the value of their experiences and articulate their skills. • YU Start - online flagship program to transition students from point of accepting to the first months of university • Ready, Set, YU – implemented in 2018 to support the success of new students with specialized interventions and support who otherwise would not have had access to attend post-secondary education. • Revisioning of Advising at York and Advising: Pop-up Advising Fair • Innovatus launched - a special issue of YFile, explores how York University community members are expanding experiential learning, enhancing the student experience, inspiring innovation in technology-enhanced learning and embracing educational development. • Launched C4: The Cross-Campus Capstone Classroom
<p>2. Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning</p>	
<p>3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges</p> <ul style="list-style-type: none"> • Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer • Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences • Facilitate faculty member exchanges 	
<p>4. Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation</p> <ul style="list-style-type: none"> • Continue to strengthen supports offered by the Teaching Commons 	
<p>5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started</p>	

UAP PRIORITY 4 A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century.

Objectives	Examples and Signature Outcomes
1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic, career, library and financial support; and receive timely and accurate responses to requests	<ul style="list-style-type: none"> • Significant investment in full-time faculty complement. • Faculty Complement Strategy developed including goals for student:faculty ratio improvements • Upstream and pro-active supports launched in 2018 through peer network with a focus on Learning Skills, Career, Financial Services and Well-being. • Technology optimized to support student success (Kuali, Student Virtual Assistant, Advising Referral Tool (Civitas), Q-Less Line management System, etc.) • Enhanced Communication efforts to provide timely, targeted, and accurate information for students, including information regarding finances, important dates, development opportunities, workshops, etc. • Review of Student Counselling (SCD) resulted in reduced wait times for support - from 7-10 business days to 20-30 minutes for an initial appointment. • Early Alert Pilot – providing better support for students who are facing difficulties that put their academic success at risk.
2. Actively monitor student learning needs and develop appropriate academic supports	
3. Cross-train and allocate staff members to student support tasks when most needed	
4. Increase contact time between faculty members and students	
5. Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016	
6. Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time to-completion of degrees by undergraduate and graduate students	
7. See an increase in student satisfaction	

PRIORITY 5 Enhanced Campus Experience

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

Objectives	Examples and Signature Outcomes
1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses	<ul style="list-style-type: none"> Community Safety Department's Strategic Plan – Safer Together launched following pan-university consultations
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades	<ul style="list-style-type: none"> President's Community Safety Leadership Awards program established New Security intervention model in place
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities	<ul style="list-style-type: none"> Launched the YorkU Safety App New Emergency Preparedness policy and procedure
4. Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure – in the cause of creating inspiring and welcoming spaces	<ul style="list-style-type: none"> Rob and Cheryl McEwen Graduate Study & Research Building, Schulich School of Business Science Teaching and research facility refresh: Farquharson, Petrie, BSB, new labs at Glendon
5. Enhance ecological sustainability, and the symmetry between built and natural environments	<ul style="list-style-type: none"> Second Student Centre
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities	<ul style="list-style-type: none"> Established Sustainable Framework to refresh classroom technology every 5 years 85 classroom technology upgrades complete \$20M approved for future classroom renewal Ross Podium renewal – expansion of extra curricular spaces for students
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions	<ul style="list-style-type: none"> Toronto Transit Commission Subway – York University and Pioneer Village stations; Expansion and diversification of other transit options for students
8. Seek out opportunities for increasing the use of facilities by local communities	<ul style="list-style-type: none"> As of April 2019, York 9FC games will take place at York University. C.W. Jefferys Collegiate Institute Walk with Excellence York University Science Exploration Camps FES Change Your World event – to inspire youth in Ontario to be the next generation of environmentally active citizens.

PRIORITY 6 Enhanced Community Engagement

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment.

Objectives	Examples and Signature Outcomes
<p>1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes</p>	<ul style="list-style-type: none"> • <i>The Indigenous Framework for York University: A Guide to Action</i> launched in 2017.
<p>2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes:</p> <ul style="list-style-type: none"> • embedding mental health in the classroom along with new and improved services • an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed • a larger system that supports mental health before help is needed 	<ul style="list-style-type: none"> • President’s Council on Internationalization & Global Engagement released an issue paper to initiate a pan-University consultation process that aims to develop an integrated institutional strategic plan on internationalization. • International student body grew from 10.5% in 2014 to 15.6% in 2018. • York University Psychology Clinic celebrates 10th Anniversary. • GradConnect Wellness Services launched to support and enhance the mental health and well-being of York University graduate students.
<p>3. Expand community outreach and engagement with our larger communities by:</p> <ul style="list-style-type: none"> • Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships 	<ul style="list-style-type: none"> • Wellness Hub: York’s Mental Health and Wellness Strategy outlines the need for an increase in accessibility to health promotion services and making resources more readily available.
<p>4. Finalize a new Internationalization Plan outlining objectives and initiatives including:</p> <ul style="list-style-type: none"> • strategic academic partnerships both locally and globally • increasing the proportion of international students to 15 - 20% by the end of the Plan • a one-stop portal for prospective and current international students 	<ul style="list-style-type: none"> • 249 agreements with institutions located in the continents of Africa, Asia, Australia, Europe, North America and South America. • York University joined Hemispheric University Consortium (HUC) in April 2019, to become the only Canadian university member of the Consortium.
<p>5. Celebrate York’s rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events</p>	<ul style="list-style-type: none"> • York University hosted 212 delegations from the geographical continents of Africa, Asia, Australia, Europe, North America and South America.
<p>6. Expand the programs offered through our continuing studies and professional development units</p>	<ul style="list-style-type: none"> • Instituted annual budget consultations with the York community • School of Continuing Studies enrolment reached 4575 in 2018-19.

PRIORITY 7 Enabling the Plan

Executing this plan will require sophisticated planning efforts everywhere in the University, at the local level and the institutional level, looking both internally and externally for best practices, evidence-based approaches to decision-making and implementation, and on-going evaluation of our progress based on agreed-upon measures that we are able to monitor.

Objectives	Examples and Signature Outcomes
1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development	<ul style="list-style-type: none"> • Integrated Resource Planning launched and completed across the institution demonstrating how resources are aligned with UAP priorities.
2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including: <ul style="list-style-type: none"> • improved websites • more effective and creative communication strategies to engage our students 	<ul style="list-style-type: none"> • Shared Services Transformation project launched • Equity restructuring plan for the York Pension Plan completed
3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education	<ul style="list-style-type: none"> • SHARP budget model implemented; review and revisions in progress
4. Enhance data analytics to increase access to information and evidence-based decision making	<ul style="list-style-type: none"> • Quick Facts Data hub making institutional data accessible and searchable, launched December 2017
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices	<ul style="list-style-type: none"> • Faculty Complement Renewal Strategy 2019 • Renewal of Student Information System project launched
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans	<ul style="list-style-type: none"> • Doubling of funds allocated to deferred maintenance projects
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities	<ul style="list-style-type: none"> • Audiences across social media platforms have grown 40%

Department of
Politics

Reform of the Political Science Undergraduate Degree Curricula

11 November 2019

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Major Modification Proposal – Department of Politics

1. Program:

Global Political Studies (Department of Politics)

2. Degree Designations:

BA, Specialized Honours

3. Types of Modification:

- Creation of a rubric for the program
- Addition of a required core course in the first, second, and third years of study
- Addition of a Regular Honours option
- Addition of a Double Major option
- Addition of an iBA option
- Addition of a Specialized Honours iBA option

4. Effective Date:

1 September 2020

5. General Description of the proposed changes to the program

The overall objectives of the proposed changes are 1.) to make the program more visible and comprehensible to incoming students; 2.) to make the curriculum clear and navigable for students enrolled in the program; and 3.) to provide a core of instruction dedicated to the program through the creation of a sequence of required core courses forming a distinct intellectual ‘spine’ for the Global Political Studies program, as it is distinct from our other program in Political Science; and 4.) in response to the calls to action of the Truth and Reconciliation Commission, a mandatory second-year Indigenous Studies course is being introduced across all programs, including Global Political Studies. (**That course proposal is contained within the Political Science program package.)

To these ends, we propose:

1.) Identifying courses offered in the program through the creation of a rubric: **GLBL**

- Cross-listing courses in Political Science that are currently included within the Global Political Studies curriculum as GLBL courses.

2.) The creation of **three new courses**, one at the first year (AP/GLBL 1000 3.00: Introduction to Global Political Studies); one at the second year (AP/GLBL 2000 3.00: Foundations of Global Political Studies 3.00); and AP/GLBL 3000 3.00: Approaches to Globalization (3.0)), which would be required for all Global Political Studies students (*we have organized these

into ‘Introduction,’ ‘Foundations,’ and ‘Advanced’ courses in line with the learning outcomes that apply to all of our degree programs):

- GLOBL 1000 6.00: Introduction to Global Political Studies
 - GLOBL 2000 3.00: Foundations of Global Political Studies
 - GLOBL 3000 3.00: Advanced Global Political Studies: Approaches to Globalization
- 3.) The creation of a second-year Introduction to Indigenous Studies Course (AP/POLS 2990 3.00) that will be mandatory for both POLS and GLOBL students. Because it is not transparently in the themed area of Global Political Studies, we do not seek a GLOBL rubric, but it will be required for all students across our degree programs. This is in response to the Truth and Reconciliation Commission’s call to action, and the Canadian Political Science Association’s strong recommendation that all Political Science programs in Canada require students to complete an Indigenous Studies course.

In addition, the current GPS program is only available as a Specialized Honours degree. The Specialized Honours is a restrictive and highly prescriptive degree process. We want to introduce more flexibility so that students have a greater range of options through which to complete a degree in Global Political Studies. Students currently take virtually all of their courses within Political Science. We see no reason to limit Global Political Studies in this fashion, and indeed believe in the importance of interdisciplinary exposure to students of global politics. To support the interdisciplinary nature of global studies as well as its intersection with other areas of training, we propose:

The addition of a regular **Honours BA** option and of a **Double Major Honours BA** option.

Finally, LA&PS has introduced an International Bachelor of Arts degree (iBA), which is already available as an option to students in the Political Science program, but not to those in the current Global Political Studies program. Therefore, we propose:

The addition of an **iBA** option and of a **Specialized Honours iBA** option.

Therefore, we propose five possible degree pathways for Global Political Studies students:

1. Honours BA
2. Honours Double Major BA
3. Honours IBA
4. BA Specialized Honours
5. iBA Specialized Honours

6. Rationale for the proposed changes

The Global Political Studies program has been a small component in the Department of Politics since its creation many years ago. Recently, it has seen modest growth in applications and enrolments, but is still significantly smaller than the Political Science degrees the Department offers. For example, in 2016, 177 students applied to GPS, resulting in an enrolment of 19 by November 1, whereas Political Science had 644 applications resulting in 143 enrolments. At the Canadian Political Science Association Annual Chairs’ meeting in Alberta in January 2016, we learned anecdotally that enrolments in Global Studies programs across the country are rivalling traditional Political Science programs. In Canada, there are

currently eight (8) universities offering a cognate program: Carleton University's Bachelor of Global and International Studies; Vancouver Island University's Global Studies program; University of Ottawa's Bachelor in International Development and Globalization; Wilfrid Laurier's Global Studies program, UNBC's Department of Global and International Studies; U Saskatchewan's certificate in Global Studies; Trent's program in Global Studies; and McMaster's minor in Globalization Studies.¹

The opportunity exists for us at York to strengthen and to make more visible this program. We have identified three obvious problems with the program as it is now offered, which can be easily addressed:

- As already discussed, the program is available only as a Specialized Honours, which significantly restricts the choices that students in the program can make in their course selection.
- The program appears to be subsumed within the Political Science degree program, as it has no rubric of its own, despite it being a separate degree program within the department (i.e., it uses the POLS rubric)
- The current curriculum is neither transparent nor designed to meet the learning outcomes of Global Political Studies.

The proposed changes are designed to address these problems as a comprehensive package:

- The creation of a rubric will simplify the process of identifying and navigating the curriculum for both students and faculty members;
- The creation of a set of required core courses at the first, second, and third year level will help students navigate the program and provide a series of anchors connecting the curriculum to the Global Political Studies learning outcomes;
- The addition of Honours BA, Double Major Honours BA, iBA, and Specialized Honours iBA degree options will increase the flexibility for students, and provide pathways to international experiential education and future employment as part of a Global Studies degree.

7. Alignment with Academic Plans

The proposed changes address primarily the planned goal of simplifying and making more transparent curriculum for students, as well as aligning curriculum with program learning outcomes.

More broadly, the changes tend to the greater internationalization of the curriculum as well as providing scope for greater experiential education, although these are currently anticipatory platforms and therefore serve as indirect rather than direct outcomes of the changes.

8. Detailed Outline and Curricular Mapping

* See attached documents – Learning Outcomes and Curriculum Map

9. Summarize consultation

This proposal was brought before the Politics Department's Council in October 2017 as part of the larger curriculum restructuring process taking place in the Department. Further consultation with the Department's International Relations and Comparative

¹ The department has compiled and data relating to the degree structures and course offerings of cognate programs in global studies across Canada and the US. This data is available to committees or individuals upon request.

Politics faculty members over the course of the subsequent year resulted in the current proposal. The proposal as it currently stands was unanimously approved by a Special Meeting of Department Council on October 10, 2018.

10. Admission Requirements

Admission Requirements will be identical to those maintained in POLS, and good standing as required by Specialized Honours, Double Major Honours, Honours, iBA, and Specialized iBA programs will be required as appropriate.

11. Resource Implications

While there are some resource implications, they are relatively minor. The addition of three required courses will mean that those courses will need to be staffed by Faculty to teach, and in one case (GLBL 1000, which is open to all students without prerequisite), may also need Teaching Assistants. However, those resources will be available in the first instance through a redeployment of existing teaching resources. The reduction of course credit weighting in the POLS program will free our resources to offer the proposal GLOBL core course, and new resources would only be necessary if the changes proposed here result in significant growth in enrolments.

The redeployment of faculty resources in Politics will result from internal course requirement changes. Currently, GPS students are required to take POLS 1000, POLS 2900, POLS 2940, and POLS 2950. In the new curriculum, Global Studies students will be required to take GLOBL 1000, GLOBL 2000, but will still be required to take the revised POLS 2940 and 2950 (POLS 2201 and 2400), now cross-listed with GLOBL numbers to enhance their visibility as GLOBL courses.

12. Mode of delivery

The mode of delivery of the program is not changing.

13. Assessment

The assessment of teaching and learning within the program is not changing.

14. Accommodation of current students

Current students will have the option of being grandfathered into the existing program, as the requirements of the existing GPS program will continue to be available after the changes. They will be free to follow the new requirements if they choose. This allows for maximum flexibility for our students as the changes are being rolled out.

Previously, the transition for GLOBL students who were required or wished to transfer to a 90-credit Political Science degree was quite seamless, as the core courses in both programs were similar. One by-product of the changes to the GLOBL degree requirements is that this transition will now require the completion of an additional 6 credits, POLS 2000 Perspectives on Politics. However, the requirement of the Political Science program to take Introduction to Canadian Politics (AP/POLS 2100 3.0) will be waived for those students if they have not already completed it.

15. Side-by-side comparison

Appended.

Global Political Studies: Side-by-side calendar comparison:

PROPOSED:	EXISTING:
<p>Specialized Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken <p>Major credits: 60 credits including:¹</p> <ul style="list-style-type: none"> • AP/GLBL 1000 6.00 • AP/GLBL 2000 3.00 	<p>Specialized Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken <p>Major credits: 60 credits including:</p> <ul style="list-style-type: none"> • AP/POLS 1000 6.00 (cross-listed to: AP/PPAS 1000 6.00);

¹ Please note that the only new courses here are the GBL 1000, GBL 2000, and GBL 3000. All the others are existing courses which will continue to be required, but their course numbers are being altered so as to make progress through the program intuitive.

<ul style="list-style-type: none"> • AP/POLS 2990 3.00 • AP/GLBL 2201 3.00² • AP/GLBL 2400 3.00³ • AP/GLBL 3000 3.00 • 15 credits chosen from the AP/GLBL 3200 series or AP/GLBL 4200 series of courses, including at least six credits from the AP/GLBL 4200 series; • three credits chosen from the AP/GLBL 3400 series of courses. • three credits chosen from the AP/GLBL 3500 series of courses; • six credits chosen from the AP/GLBL 4400 or AP/GLBL 4500 series of courses; • six additional credits chosen from the AP/GLBL 3400, AP/GLBL 3500, AP/GLBL 4400 or AP/GLBL 4500 series of courses. • AP/GLBL 4000 6.00 <p>Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p><remove recommended courses></p>	<ul style="list-style-type: none"> • AP/POLS 2900 6.00 (cross-listed to: AP/PPAS 2900 6.00) • AP/POLS 2940 6.00 • AP/ POLS 2950 6.00 • 15 credits chosen from the AP/POLS 3200 series or AP/POLS 4200 series of courses, including at least six credits from the AP/POLS 4200 series; • three credits chosen from the AP/POLS 3400 series of courses, which may also include AP/POLS 3900 3.00; • three credits chosen from the AP/POLS 3500 series of courses; • six credits chosen from the AP/POLS 4400 or AP/POLS 4500 series of courses; • three additional credits chosen from the AP/POLS 3400, AP/POLS 3500, AP/POLS 4400 or AP/POLS 4500 series of courses, which may also include AP/POLS 3900 3.00; • AP/POLS 4985 6.00 <p>Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Credits outside the major: at least 18 credits.</p> <p>Recommended Courses</p>
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² formerly POLS 2940 6.0

³ formerly POLS 2950 6.0

<p><remove optional specialty></p> <p>Honours BA: 120 Credits</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each</p>	<p>It is strongly recommended that students take AP/ECON 1000 3.00 and AP/ECON 1010 3.00</p> <p>Optional Specialty</p> <p>Students may wish to specialize in areas such as development studies, post-communist studies, area studies, peace and security, or international political economy for the purposes of preparing for graduate school or for a particular employment goal. These students should consult the program coordinator to seek advice about appropriate course selection.</p> <p>No Current Program</p>
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<p>undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p> <p>General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none">• 6.00 credits in natural science (NATS)• a 9.00 credit approved general education course in the social science or humanities categories• a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken <p>Major credits: students must complete at least 48 credits, including: (30 out of 48 in the major requirement).</p> <ul style="list-style-type: none">• AP/GLBL 1000 6.00• AP/GLBL 2000 3.00• AP/POLS 2990 3.00• AP/GLBL 2201 3.00• AP/GLBL 2400 3.00• AP/GLBL 3000 3.00• Nine credits chosen from the AP/GLBL 3200 series or AP/GLBL 4200 series of courses, including at least three credits from the AP/GLBL 4200 series;• three credits chosen from the AP/GLBL 3400 series of courses.	
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<ul style="list-style-type: none"> • three credits chosen from the AP/GLBL 3500 series of courses; • six credits chosen from the AP/GLBL 4400 or AP/GLBL 4500 series of courses; • AP/GLBL 4000 6.00 <p>Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Credits outside the major: at least 18 credits.</p> <p>Honours Double Major BA</p> <p>The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.</p> <p>Note: in a double major program, a course may count only once toward major credit.</p> <p>Major credits: students must complete at least 48 credits, including: (30 out of 48 in the major requirement).</p> <ul style="list-style-type: none"> • AP/GLBL 1000 6.00 	<p>No current program</p>
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- AP/GLBL 2000 3.00
- AP/POLS 2990 3.00
- AP/GLBL 2201 3.00
- AP/GLBL 2400 3.00
- AP/GLBL 3000 3.00
- Nine credits chosen from the AP/GLBL 3200 series or AP/GLBL 4200 series of courses, including at least three credits from the AP/GLBL 4200 series;
- three credits chosen from the AP/GLBL 3400 series of courses.
- three credits chosen from the AP/GLBL 3500 series of courses;
- six credits chosen from the AP/GLBL 4400 or AP/GLBL 4500 series of courses;
- AP/GLBL 4000 6.00

- **Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

- **Credits outside the major:** at least 18 credits.

Honours Double Major Interdisciplinary (Linked) BA

Global Political Studies may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least 48 credits in Global Political Studies and at least 36 credits in the interdisciplinary program. Courses taken to meet Global

Political Studies requirements cannot also be used to meet the requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in Global Political Studies and six credits in the interdisciplinary program. For further details of requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.

Note: in a double major program, a course may count only once toward major credit.

Major credits: students must complete at least 48 credits, including: (30 out of 48 in the major requirement).

- AP/GLBL 1000 6.00
- AP/GLBL 2000 3.00
- AP/POLS 2990 3.00
- AP/GLBL 2201 3.00
- AP/GLBL 2400 3.00
- AP/GLBL 3000 3.00
- Nine credits chosen from the AP/GLBL 3200 series or AP/GLBL 4200 series of courses, including at least three credits from the AP/GLBL 4200 series;
- three credits chosen from the AP/GLBL 3400 series of courses.
- three credits chosen from the AP/GLBL 3500 series of courses;
- six credits chosen from the AP/GLBL 4400 or AP/GLBL 4500 series of courses;
- AP/GLBL 4000 6.00

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, or Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

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

Specialized Honours iBA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students must complete at least 54 credits in Global Political Studies, including:

- AP/GLBL 1000 6.00
- AP/GLBL 2000 3.00
- AP/POLS 2990 3.00
- AP/GLBL 3000 3.00
- Nine credits at the 2000 level, including/GLBL 2201 3.00; or AP/GLBL 2400 3.00
- 18 credits at the 3000 level; including AP/GLBL 3000 6.00.
- 12 credits at the 4000 level, including AP/GLBL 4000 6.00.

In addition, students in the Specialized Honours iBA program must fulfill the following requirements:

Required Course: [AP/ANTH 2300 3.00](#) Intercultural Training Skills completed before the term or terms abroad. Note: This course is considered to be outside the major (even for ANTH students).

<p>Language study credits: at least 18 credits in a modern language offered by York University, including the Advanced I university-level course in the chosen language. Up to six (6) language credits may be taken while the student is abroad. Such courses must be approved by the coordinator of the relevant language section in the Department of Languages, Literatures and Linguistics.</p> <p>If an iBA student is fluent in a language, he/she will undergo an examination to test language proficiency by the Department of Languages, Literatures and Linguistics. Students exempted from one or more of the language courses required for the degree must complete cultural courses related to that language.</p> <p>Internationally-oriented credits: at least nine credits of internationally-oriented courses chosen outside the major.</p> <p>International exchange: at least one full term abroad as a full-time student at one of York University's exchange partners.</p> <p>Upper-level credits: at least 36 credits at the 3000 (including AP/GLBL 3000 3.00) and/or 4000 level, including at least 18 credits at the 4000 level (including AP/GLBL 4000 6.00).</p> <p>Credits outside the major: at least 18 credits. (Note: for the Specialized Honours iBA, courses taken outside the major to satisfy the language study requirement and/or the internationally-oriented courses requirement can also be used to satisfy the outside the major requirement).</p>	
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Honours iBA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students must complete at least 48 credits in Global Political Studies, including:

- AP/GLBL 1000 6.00
- AP/GLBL 2000 3.00

- AP/POLS 2990 3.00
- AP/GLBL 2201 3.00
- AP/GLBL 2400 3.00
- AP/GLBL 3000 3.00
- Nine credits chosen from the AP/GLBL 3200 series or AP/GLBL 4200 series of courses, including at least three credits from the AP/GLBL 4200 series;
- three credits chosen from the AP/GLBL 3400 series of courses.
- three credits chosen from the AP/GLBL 3500 series of courses;
- six credits chosen from the AP/GLBL 4400 or AP/GLBL 4500 series of courses;
- AP/GLBL 4000 6.00

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

In addition, students in the Honours iBA program must fulfill the following requirements:

Required Course: AP/ANTH 2300 3.00, Intercultural Training Skills, completed before the term or terms abroad. Note: This course is considered to be outside the major (even for ANTH students).

Language study credits: at least 18 credits in a modern language offered by York University, including the Advanced I university-level course in the chosen language. Up to six (6) language credits may be taken while the student is abroad. Such courses must be approved by the coordinator of the relevant language section in the Department of Languages, Literatures and Linguistics.

If an iBA student is fluent in a language, he/she will undergo an examination to test language proficiency by the Department of Languages, Literatures and Linguistics. Students exempted from one or more of the language courses required for the degree must complete cultural courses related to that language.

Internationally-oriented credits: at least nine credits of internationally-oriented courses chosen outside the major.

International exchange: at least one full term abroad as a full-time student at one of York University's exchange partners.

Upper-level credits: at least 36 credits at the 3000 (including AP/GLBL 3000 3.00) and 4000 level, including at least 18 credits at the 4000 level, including GLBL 4000 6.00.

Credits outside the major: at least 18 credits. (Note: for the Honours iBA courses taken outside the major to satisfy the language study requirement and/or the internationally-oriented courses requirement can also be used to satisfy the outside the major requirement. Students who are completing a major/minor are deemed to have fulfilled this requirement.)

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program in the Faculty of Liberal Arts and Professional Studies.

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

Learning Outcomes – Global Political Studies, Department of Politics November 2019

Breadth and depth of knowledge

- 1) Demonstrate an understanding of global politics and society on a:
 - a) theoretical,
 - b) historical, and
 - c) practical level
- 2) Demonstrate an understanding of main areas of Global Political Studies:
 - a) Globalisation,
 - b) International relations/politics,
 - c) Global political economy,
 - d) Comparative politics and society, and;
 - e) Cultural diversity, identity, and specificity.
- 3) Understand a broad range of conceptual and theoretical approaches to Global Political Studies.

Knowledge of Methodologies

- 1) Understand the variety of methods used in the subfields of Global Political Studies
- 2) Reflect critically upon various methods, including the theoretical and practical implications of various approaches.
- 3) Recognize the ethical considerations engendered by different perspectives and approaches
- 4) Develop the capacity to undertake and differentiate between qualitative and quantitative research in the discipline:
 - a) Identify, effectively review, and thematically organize the relevant literature;
 - b) Pose a question for research purposes;
 - c) Gather information (data) to support possible answers to the question;
 - d) Anticipate, consider, and address opposing arguments.

Applications of knowledge, skills and tools

- 1) Analyze global problems and issues in both global and selected local contexts;
- 2) Develop clear and coherent arguments regarding specific global problems and issues;
- 3) Propose solutions to global political problems within a chosen framework;

- 4) Identify and effectively make use of current scholarship.

Communication skills

- 1) Communicate ideas, problems, solutions, and perspectives with accuracy and effectiveness both in oral and written communications;
- 2) Effectively express the implications of plural and diverse approaches to the study of global politics;
- 3) Willingness to hear diverse perspectives and points of view with the recognition that opposing perspectives are entitled to a respectful hearing and serious consideration and engagement;
- 4) Work in a collegial and collaborative manner in small groups;
- 5) Present ideas and research findings effectively and confidently to others in small and large group settings;
- 6) Express ideas and research findings to others in a way that effectively reaches various audiences (e.g., academic, governmental, community-based).

Awareness of limits of knowledge

- 1) Demonstrate awareness of the limits inherent to all perspectives and the attendant implications for how a subject is 'known';
- 2) Formulate arguments beyond a chosen perspective and recognize how these may challenge taken-for-granted assumptions within one's own framework.

Autonomy and professional capacity

- 1) Develop the capacity for self-directed learning;
- 2) Transfer acquired skills in a variety of settings: classroom, workplace, community, interpersonal relations;
- 3) Understand issues surrounding ethics and politics in both theory and practice, with awareness of, and commitment to, democratic values;
- 4) Evidence the capacity for critical self-reflection and personal growth;

		Breadth and Depth of Knowledge								Know. of Method				Application			Communication			Limits of Knowledge		Autonomy and Professional Capacity							
		1a	1b	1c	2a	2b	2c	2d	2e	3	1	2	3	4a	4b	4c	4d	1	2	3	4	5	6	1	2	1	2	3	4
1000	Cr=6.00	Introduction to Global Political Studies																											
2000	Cr=3.00	Foundations of Global Political Studies																											
2940	Cr=6.00	Introduction to International Politics																											
2950	Cr=6.00	States & Societies in the Glob. Context																											
3000	Cr=3.00	Advanced Global Political Studies: Approaches to Global																											
3200	Cr=3.00	Global Conflict and Security I																											
3210	Cr=3.00	Global Conflict and Security II																											
3220	Cr=3.00	Comparative Foreign Policy Analysis																											
3230	Cr=3.00	Global Issues in Foreign Policy																											
3240	Cr=3.00	Multilateralism I																											
3250	Cr=3.00	Multilateralism II																											
3255	Cr=6.00	Human Rights and Global Economy																											
3260	Cr=6.00	War and Peace in the Middle East																											
3262	Cr=3.00	Popular Culture & International Politics																											
3270	Cr=3.00	Global Political Economy I																											
3275	Cr=3.00	Global Political Economy II																											
3280	Cr=3.00	Canada and World Affairs																											
3400	Cr=3.00	Pol. Economy of Industrial Democracies																											
3401	Cr=3.00	Post-Communist Transformations																											
3410	Cr=3.00	Globaliz., State Theory and City-Regions																											
3411	Cr=3.00	Pol. Economy of Newly Indust. Countries																											
3500	Cr=3.00	The Rise and Fall of Communism																											
3510	Cr=3.00	China: Path to Modernization & Democracy																											
3515	Cr=3.00	China: 21st Century Superpower																											
3520	Cr=3.00	Governing the New Europe																											
3521	Cr=3.00	European Union: A Polity in Flux																											
3540	Cr=3.00	American Government and Politics																											
3545	Cr=3.00	Freedom & Inequality: An American Dilemma																											
3550	Cr=3.00	Revolution & Count. Rev. in Cen. America																											
3553	Cr=6.00	Pol. Economy of Latin Amer. & Caribbean																											
3555	Cr=3.00	Dictatorship and Democratization																											
3560	Cr=6.00	The Global South																											
3565	Cr=6.00	Racism and Colonialism																											
3570	Cr=3.00	Africa: Transition and Resistance																											
3580	Cr=6.00	South Korea: Politics of Youth & Old Age																											
3591	Cr=3.00	Political Economy of Asia and Pacific																											
3900	Cr=3.00	Local to Global																											
4200	Cr=6.00	International Relations Theory																											
4205	Cr=3.00	New German Pol. & European Integration																											
4210	Cr=3.00	Peace Research																											
4215	Cr=3.00	Multilateralism																											
4220	Cr=3.00	Canadian International Security Policy																											
4225	Cr=3.00	Canada and the Americas																											
4230	Cr=3.00	Canadian Defence Policy																											
4240	Cr=6.00	Nationalism and Citizenship																											
4245	Cr=3.00	Gender and International Relations																											
4250	Cr=3.00	Canadian Foreign Policy																											
4255	Cr=6.00	Issues in International Human Rights																											

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

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June 5, 2019

Professor David Mutimer
Department of Politics
South Ross 672

polschr@yorku.ca

Dear Professor Mutimer:

On behalf of the Dean of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposed major modifications to the Political Science and Global Political Studies programs. I have reviewed the proposals and I am satisfied that the changes proposed in each of the major modifications respond to the most recent cyclical program review. They are also of significant importance for increased program coherence and clarity of degree requirements. Because some of the proposals contained in the major modifications concern both programs, I will detail my support for all changes proposed in each in this letter, but I will deal with each major modification proposal separately in the following paragraphs.

The proposal to modify Political Science includes:

- the addition of new required courses *Introduction to Indigenous Politics* and *Introduction to Gender and Politics*;
- the updating of the course numbering system to correspond to and organize courses according to the fields;
- changing some 2000-level 6.00 credit courses to 3.00 credits to provide increased flexibility to course offerings for course directors and students; and,
- the addition of the existing course *Introduction to Canadian Politics* as a program requirement.

The creation of the two required courses and the addition of the Canadian Politics course as a program requirement promote the institutional values outlined in the University Academic Plan, 2015-20 of inclusivity and diversity, social justice and equity. The updating of the course numbering and the reinstatement of the fields to



the program curriculum addresses the UAP priority of academic quality by strengthening curricular scaffolding so that students have a clear path through the program and requirements are considered and communicated. None of the changes proposed in the major modification of Political Science are expected to require extensive additional resources.

The proposal to modify Global Political Studies includes:

- a program name change from Global Political Studies to Global Studies;
- the creation of a unique rubric for Global Studies (GLBL) to help students find relevant courses for the program;
- the introduction of the Honours, Double Major, International Bachelor of Arts and the Specialized Honours International Bachelor of Arts as degree types for Global Political Studies.

The name change and creation of a distinct rubric, which has the support of the University Registrar, aligns to the UAP values of progressivity and sustainability by making the program curriculum clearer and more accessible to students. In turn, making the relevant courses more visible to students is a cost effective and important retention strategy for Global Political Studies, which is the considerably smaller of the two programs in the Department of Politics. Expanding the degree options is also an important means of retaining and potentially attracting students to the program.

While the iBA poses some accessibility issues in a number of LA&PS units, I understand that the degree type holds particular significance for students of Global Political Studies as an option that allows for increased global and experiential education opportunities. As testament to the importance of the degree type to the unit as a whole, the current number of Political Science students enrolled in the iBA option is 43 (out of 147 students total in the iBA across the University). The Associate Dean, Programs portfolio is available and interested in continuing discussions with the Department about innovative options that may eventually replace the iBA. In the meantime, my office supports the addition of all of the proposed degree types for Global Political Studies. The changes proposed to Global Political Studies are not expected to require extensive additional resources.

The changes detailed across both major modification proposals are timely and we can reasonably expect them to be implemented, if approved, for fall 2020, according to the timeline proposed by the Department. Both proposals address the opportunities identified in the UAP of expanding experiential education and technology enhanced learning, particularly in the areas of political studies that pertain to the priority areas of liberal arts education and critical inquiry.

This is a quality set of proposals and I am in full support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Roberta Iannacito-Provenzano', with a long horizontal flourish extending to the right.

Roberta Iannacito-Provenzano
Associate Dean, Programs

:kd

cc: E. Dauphinee, Coordinator, Global Political Studies
S. Kheraj, Associate Dean, Recruitment and Retention
J.J. McMurtry, Interim Dean
J. Parna, Director, Academic Programs and Policy
D. Pilon, Undergraduate Program Director, Politics
A. Pitt, Vice Provost Academic
M. Quirt, Chair of the Committee on Curriculum, Curricular Policy and Standards
K. White, Assistant Secretary of the University

June 3, 2019

DIVISION OF STUDENTS

Office of the University
Registrar

Lucy Bellissimo
Interim University Registrar

Bennett Centre for Student
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4700 KEELE ST.
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T 416 736 2100
roinfo@yorku.ca

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposed Course Rubric of GLOB and Name Change of Global Political
Studies Program

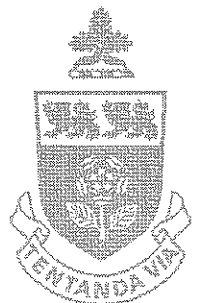
The Office of the University Registrar has reviewed the request for a new subject rubric of GLOB by the Faculty of Liberal Arts and Professional Studies. We have confirmed that the rubric is available for the purposes as described in the proposal and will support the Faculty on implementation.

We have also reviewed the request for a name change to Global Studies and are in support for a change effective September 2020. We advise timely approval to ensure that recruitment materials are updated on time for the Fall 2020 admissions cycle.

Sincerely,



Lucy Bellissimo, M.Ed.
Interim University Registrar
York University



Approved by Faculty Council on 24 April 2020

YORK UNIVERSITY

MAJOR PROGRAM MODIFICATION PROPOSAL

BA PROGRAM IN DRAMA AND CREATIVE ARTS / THÉÂTRE ET ARTS VISUELS

DEPARTMENT OF MULTIDISCIPLINARY STUDIES, GLENDON COLLEGE

1. Program

Drama and Creative Arts / Théâtre et arts visuels (DRCA)

2. Degree designation

Specialized Honours BA/iBA
Honours BA/iBA
Honours Double Major BA/iBA
Honours Major/Minor BA/iBA
Honours Minor BA
Bachelor of Arts

3. Type of modification

- Change of name of program (from Drama Studies/Études d'art dramatique to Drama and Creative Arts/Théâtre et arts visuels)
- Change of program rubric from DRST to DRCA
- Addition of 21 credits in visual arts and interdisciplinary fine arts humanities
- Creation/revision of two BA Honours streams (one stream in Drama, and one stream in Visual Arts)
- Changes to Honours Minor in Drama and Creative Arts, and Bachelor of Arts in Drama and Creative Arts
- Harmonization and modernization of curriculum

4. Effective Date

FW 2021-2022

5. Description of Proposed Changes and Rationale for the Changes

Context: changes in academic and artistic context, and addition of course credits in interdisciplinary fine arts

Glendon campus of York University currently has a single undergraduate program that focuses on the fine arts: the program in Drama Studies/Études d'art dramatique within the Department of Multidisciplinary Studies. Since its creation, DRST has operated as a theatre studies program that combines theory, history, and practice, with close ties to the departments of English and French Studies at Glendon. Yet during recent decades, theatre/performance studies and theatre practice have undergone significant changes, with scholars, students, and professionals working in increasingly interdisciplinary ways across the visual and performing arts. Contacts between theatre, performance, and visual art have been especially fruitful, notably in the Canadian artistic scene. Glendon's position as a bilingual liberal arts institution, and its emphasis on interdisciplinarity and experiential education, gives it the ability to play a leading role in

developing a program that focuses on the study of both theatre/performance and visual art. This modification proposes a broader and more interdisciplinary program in Drama and Creative Arts/ Théâtre et arts visuels, with two BA Honours streams: one stream in Drama, and one stream in Visual Arts.

The opportunity to expand and modify the current Drama Studies program has been facilitated by a number of interdisciplinary credits in fine arts, which are presently offered as Humanities courses in the Department of Multidisciplinary Studies. In fall 2018, a proposal was made by MDS to move 21 credits of these fine arts-focused Humanities courses into the current Drama Studies program. After significant consultations with a range of stakeholders (see below), the Drama Studies coordinator and faculty submitted a Notice of Intent to modify the current program. This major modification harmonizes and expands the program to offer two Honours BA streams: Drama (a modernization of the current Honours BA with more interdisciplinary opportunities), and Visual Arts (a new Honours BA stream within an expanded Drama and Creative Arts program). Students admitted to the BA Honours program will register in one of the two Honours streams. The 90-credit BA and Honours Minor will allow students to pursue an interdisciplinary course of study in Drama and Creative Arts. This renewed program will offer a broader range of options for undergraduate study in the fine arts within Glendon's bilingual liberal arts context.

Absorbing these credits in fine arts humanities and shaping them to the needs of the new program has led to two principal changes. First, the existing Drama Studies Honours BA has been modified to allow for more interdisciplinarity, with an emphasis on fostering a dialogue between drama/theatre and other visual and performing arts. The revised Drama Honours BA stream within the Drama and Creative Arts program highlights the fact that theatre is a unique form of expression with strong visual as well as textual elements. Drawing on the resources of the language departments at Glendon, including English, Études françaises, and Hispanic Studies, the Drama stream is able to offer a rigorous grounding in dramatic literature and theatre history. The program adds to this an emphasis on theatre and performance theory and practice. Upper-year theory and practice seminars are shared between the two Honours streams, offering further interdisciplinary perspectives. This reflects the current state of theatre-making, both in Canada and internationally, in which visual art, dance, screen-based media, and music are crucial components rather than separate disciplines. Students in this program stream will engage in multiple modes of experiential education, including participating in productions in Glendon Theatre, as well as an opening to other art forms, all within the context of a bilingual liberal arts education.

The second major change is the addition of an Honours BA stream in Visual Arts. This stream has a different emphasis to the Drama stream: it offers students the opportunity to explore an interdisciplinary study of the fine arts, with an emphasis on visual art, within a bilingual liberal arts framework. The program will offer foundational courses in fine arts theory and history, as well as a range of practice-based studio courses, along with interdisciplinary theory/practice seminars in the upper years that are shared between the two Honours BA streams. The appointment to the program of Professor Marc Audette, recently converted from sessional to Teaching Stream, will ensure a strong grounding in fine arts studio practice across disciplines (painting, drawing, photography, multimedia, installation). Students in the Visual Arts stream

will be encouraged to draw on course offerings at the Keele campus to complement their program of study at Glendon. This includes areas of studio practice in which Glendon lacks facilities (e.g. sculpture and print media), as well as specialized courses in art history and critical studies offered by the Department of Visual Art and Art History. They will also be encouraged to engage with the Glendon Media Lab, and may take cross-listed courses in digital creation offered by Glendon's program in Communications, as well as cross-listed courses with a visual focus (e.g. in storyboarding and the graphic novel/bande dessinée) offered by Glendon's English Department and Département d'études françaises.

Under York's academic nomenclature, a "stream" is "a structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major." Streams are restricted to the Honours BA option. Therefore, the Honours Minor and 90-credit BA in Drama and Creative Arts will not fall under the Drama or Visual Arts program streams. Rather, the Minor and 90-credit BA options will allow students the opportunity to pursue drama and fine arts courses across the range of program offerings with the opportunity for focus, resulting in an interdisciplinary grounding in a range of artistic disciplines and modalities, within the context of a bilingual liberal arts education.

Notably, both Dramatic Arts and Visual Arts are General Education Teaching Subjects ("teachables") under the Ontario Ministry of Education guidelines. The modified DRCA program will allow students who wish to pursue a B.Ed. to gain teaching qualifications for Dramatic Arts and/or Visual Arts at Glendon. For example, Intermediate-Senior Fine Arts first teachables require students to have taken six full-year courses (or equivalent) in the teaching subject, of which three full-year (or equivalent) courses are studio. DRCA will offer sufficient academic and studio credits for students to fulfill these Intermediate-Senior first subject teachable requirements in Dramatic Arts and/or Visual Arts, as well as Intermediate-Senior second subject or Junior-Intermediate teachable requirements in Dramatic Arts and/or Visual Arts.

Drama and Creative Arts Program Matrix

The courses in the Drama and Creative Arts program are designed to fit into a four-year sequence of specialization in either Drama or Visual Arts, while pursuing interdisciplinary collaborations across the fine arts. Two required 3-credit courses (DRCA 1001 Live Theatre: An Introduction and DRCA 1002 Visual Arts: An Introduction) introduce students to fundamental concepts and approaches in visual and performance analysis, familiarize them with the artistic and performance landscape of the city of Toronto, and encourage the formation of a cohort across the program. Further academic courses at the 2000 level offer a foundation for the study of drama and visual art, while practice-based courses at the 1000 and 2000 level introduce students to experiential and hands-on work in theatre and art-making. Theory and studio courses at the 3000 level offer more depth and specificity, while project-based courses at the 3000 level give students the chance to work collectively on a group production/project, deepen their own studio work, or to take a hybrid course that blends art, theatre, and community-engaged practice. 4000-level courses are hybrid theory-practice seminars, which focus on developing students' research and creative production skills. A capstone course at the 4000 level offers the opportunity for students to work at length on an individual creative and/or research project.

6. Program Content and Curriculum

The requirements for the Drama and Creative Arts major are built around specific program learning expectations (see table in Appendix II).

First year

All program majors and minors will be required to take two 3-credit first-year courses, DRCA 1001 3.00 Live Theatre: An Introduction and DRCA 1002 3.00 Visual Arts: An Introduction. Each of these courses will introduce stream-specific content and methods in the study of visual art and theatre, while engaging students in interdisciplinary conversations from the outset of their program of study. A range of first-year practice and studio courses in performance, technical theatre, and studio art introduce students to core practical skills and techniques, as well as histories and theories of theatre and visual art practice.

Second year

In second year, Honours majors will be required to take a 6-credit theory/history survey course specific to their stream (EN/DRCA 6.00 434 Drama and Theatre, Ancient to Modern or DRCA 6.00 2400 Art in the Making: Ideas and Contexts / DRCA 6.00 2400 Créer en art: idées, contextes, désirs). These academic courses provide a discipline-specific foundation for further study in either Drama or Visual Arts. Honours minor and 90-credit BA students will select one of these required courses, depending on their interests. Further theatre production and studio art classes deepen students' understanding of the interplay between theory and practice in the study of the fine arts.

Third and fourth year

All Honours and Honours Minor students are required to take one 3000-level production/studio project-based class. There will be three options, offered on a rotating basis. In year A of the rotation, the program will offer both a Drama production course (DRCA 6.00 3955 Approaches to Theatre) and a Visual Arts studio project course (DRCA 6.00 3410 Studio Art Practice/Pratiques artistiques en atelier). In year B of the rotation, the program will offer an interdisciplinary, experiential, and community-engaged project-based course that combines drama and visual art (DRCA 6.00 3300 Art, Theatre, and Community). Honours BA students may fulfill their requirements through either a stream-specific course or the interdisciplinary project course.

Further upper-year courses offer a range of academic, studio, and hybrid options, including Indigenous theatre and performance, outdoor theatre or art, theatre direction, and moving image creation.

All Honours and Honours Minor students must also take a 4000-level hybrid theory-practice seminar course (on an alternating schedule, in both English and French versions): either DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance / DRCA 4619 6.00 Le chair et le sang : art et performance Baroque, or DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance / DRCA 4621 6.00 Au-delà les balises : art et performance interculturels. These

interdisciplinary courses, which may involve a studio/performance component as well as research projects, combine students from both Drama and Visual Art streams.

In fourth year, students from both streams have the option of taking a capstone course in which they will develop an individual research/creative project.

See Appendix I for a full list of required and optional courses.

Below is a summary of the stream-specific program requirements for each degree:

Specialized Honours BA: 120 credits

Drama stream

Major Credits: Students must complete at least 54 credits, including:

- GL/DRCA 1001 3.00 Live Theatre: An Introduction
- GL/DRCA 1002 3.00 Visual Arts: An Introduction
- GL/EN/DRCA 2632 6.00 Drama and Theatre, Ancient to Modern
- 12 major credits at the 3000 level, as follows:
 - GL/DRCA 3300 6.00 Art, Theatre and Community or GL/DRCA 3955 6.00 Approaches to Theatre
 - 6 additional credits at the 3000 level
- 12 major credits at the 4000 level, as follows:
 - GL/DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance or GL/DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque or GL/DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance or GL/DRCA 4621 6.00 Au-delà des balises : art et performance interculturels
 - 6 additional major credits at the 4000 level
- 18 additional major credits at any level

Visual Arts stream

Major Credits: Students must complete at least 54 credits, including:

- GL/DRCA 1001 3.00 Live Theatre: An Introduction
- GL/DRCA 1002 3.00 Visual Arts: An Introduction
- GL/DRCA 2400 6.00 Art in the Making: Ideas and Contexts or GL/DRCA 2400 6.00 Créer en art : idées, contextes, désirs
- 12 major credits at the 3000 level, as follows:
 - GL/DRCA 3300 6.00 Art, Theatre and Community or GL/DRCA 3410 6.00 Studio Art Practice/Pratiques artistiques en atelier
 - 6 additional credits at the 3000 level
- 12 major credits at the 4000 level, as follows:
 - GL/DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance or GL/DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque or

GL/DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance or
GL/DRCA 4621 6.00 Au-delà des balises : art et performance interculturels

- 6 additional major credits at the 4000 level
- 18 additional major credits at any level

Honours BA: 120 credits

Drama stream

Major Credits: Students must complete at least 42 credits, including:

- GL/DRCA 1001 3.00 Live Theatre: An Introduction
- GL/DRCA 1002 3.00 Visual Arts: An Introduction
- GL/EN/DRCA 2632 6.00 Drama and Theatre, Ancient to Modern
- 12 major credits at the 3000 level, as follows:
 - GL/DRCA 3300 6.00 Art, Theatre and Community or
GL/DRCA 3955 6.00 Approaches to Theatre
 - 6 additional credits at the 3000 level
- 12 major credits at the 4000 level, as follows:
 - GL/DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance or
GL/DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque or
GL/DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance or
GL/DRCA 4621 6.00 Au-delà des balises : art et performance interculturels
 - 6 additional major credits at the 4000 level
- 6 additional major credits at any level

Visual Art stream

Major Credits: Students must complete at least 42 credits, including:

- GL/DRCA 1001 3.00 Live Theatre: An Introduction
- GL/DRCA 1002 3.00 Visual Arts: An Introduction
- GL/DRCA 2400 6.00 Art in the Making: Ideas and Contexts or
GL/DRCA 2400 6.00 Créer en art : idées, contextes, désirs
- 12 major credits at the 3000 level, as follows:
 - GL/DRCA 3300 6.00 Art, Theatre and Community or
GL/DRCA 3410 6.00 Studio Art Practice/Pratiques artistiques en atelier
 - 6 additional credits at the 3000 level
- 12 major credits at the 4000 level, as follows:
 - GL/DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance or
GL/DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque or
GL/DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance or
GL/DRCA 4621 6.00 Au-delà des balises : art et performance interculturels
 - 6 additional major credits at the 4000 level
- 6 additional major credits at any level

Honours Minor BA (30 credits)

Students must complete at least 30 credits, including:

- GL/DRCA 1001 3.00 Live Theatre: An Introduction
- GL/DRCA 1002 3.00 Visual Arts: An Introduction
- 6 major credits at the 2000 level, as follows:
 - GL/DRCA 2400 6.00 Art in the Making: Ideas and Contexts or GL/DRCA 2400 6.00 Créer en art : idées, contextes, désirs or GL/EN/DRCA 2632 6.00 Drama and Theatre, Ancient to Modern
 - 6 major credits at the 3000 level, as follows:
 - GL/DRCA 3300 6.00 Art, Theatre and Community or GL/DRCA 3410 6.00 Studio Art Practice/Pratiques artistiques en atelier or GL/DRCA 3955 6.00 Approaches to Theatre
 - 6 major credits at the 4000 level, as follows:
 - GL/DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance or GL/DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque or GL/DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance or GL/DRCA 4621 6.00 Au-delà des balises : art et performance interculturels
- 6 additional major credits at any level

Bachelor of Arts (90 credits)

Students must complete at least 30 credits, including:

- GL/DRCA 1001 3.00 Live Theatre: An Introduction
- GL/DRCA 1002 3.00 Visual Arts: An Introduction
- 6 major credits at the 2000 level, as follows:
 - GL/DRCA 2400 6.00 Art in the Making: Ideas and Contexts or GL/DRCA 2400 6.00 Créer en art : idées, contextes, désirs or GL/EN/DRCA 2632 6.00 Drama and Theatre, Ancient to Modern
- 6 major credits from the following list:
 - GL/DRCA 3300 6.00 Art, Theatre and Community or GL/DRCA 3410 6.00 Studio Art Practice/Pratiques artistiques en atelier or GL/DRCA 3955 6.00 Approaches to Theatre or GL/DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance or GL/DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque or GL/DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance or GL/DRCA 4621 6.00 Au-delà des balises : art et performance interculturels
- 6 additional major credits at the 3000 or 4000 level
- 6 additional major credits at any level

7. Alignment with Faculty and University Academic Plans

The revised Drama and Creative arts program will continue and deepen its alignment with both Glendon and York's 2015-2020 academic plans, and with the 2020-2025 plans currently being developed. As a program within Glendon, DRCA will continue to emphasize bilingualism (with

courses offered in both English and French), a liberal arts orientation, interdisciplinarity, and a commitment to community engagement and intercultural understanding. It also integrates experiential education throughout the program, which will continue to result in a high level of student engagement.

In keeping with the 2015-2020 York academic plan, the renewed Drama and Creative Arts program, with Honours streams in both Drama and Visual Arts, will offer new opportunities for delivering innovative and quality programs that achieve academic excellence. By fostering experiential and interdisciplinary study in the fine arts within a bilingual liberal arts context, the program will provide enhanced student learning opportunities, engage with the broader community, and support student success.

8. Program Learning Outcomes (Maps): see Appendix II and Appendix III

See attached tables and curriculum maps.

9. Consultation with relevant academic units

Members of the program faculty have held consultatory conversations across Glendon campus with representatives of the School of Translation, the Communications Program, the English Department, the Department of Multidisciplinary Studies, the Faculty of Education, and the French Department. All parties have indicated their support for our proposed modifications. The previous chair of English at Glendon, Igor Djordjevic, and the acting chair, Danielle Russell, have indicated the Department's willingness to offer a 2000-level course mounted by English that could serve as a required course (EN/DRCA 2632 6.00) for the Drama Honours stream of the Drama and Creative Arts Program.

We have consulted with the relevant units at the Keele campus: the Department of Theatre, the Department of Visual Art and Art History (VAAH), and the School of the Arts, Media, Performance and Design (AMPD). The Chair of the Theatre Department at the Keele campus, Marlis Schweitzer, has noted her support of our initiatives, as has the Theatre Department Executive Committee. Similarly, the Chair of VAAH, Sarah Parsons, supports our proposed changes, including the creation of new courses in critical studies and studio practice. We have discussed cross-campus collaborations with both of these departments, including encouraging our students to take visual arts courses at Keele in areas where we lack facilities (e.g. sculpture and print media), and inviting Keele students to take advantage of our program strengths (e.g. in outdoor theatre). We received a note of support from the previous Interim Dean of AMPD, Norma Sue Fisher-Stitt, who reviewed our proposals and indicated that they do not conflict with current AMPD program offerings. Following further consultations involving the DRST coordinator and the Chairs of Theatre and VAAH, the current Dean of AMPD, Sarah Bay-Cheng, has conveyed support for our program modifications.

This modification grows out of a process of internal consultation by program faculty and students. In October 2018, the Drama Studies program's full-time faculty (Guillaume Bernardi and Gabriel Levine) held an exploratory meeting with Geneviève Maheux-Pelletier, the current director of the Teaching Commons, to discuss the proposed modifications. This was followed by a visioning session in November 2018, with Bernardi, Levine, Maheux-Pelletier as well as Glendon sessional professors Marc Audette (Visual Arts—now converted to teaching stream)

and Duncan Appleton (Technical Theatre). At this meeting, we articulated current graduate attributes and program strengths, and discussed plans for the program's modification and renewal.

In January 2019, we held consultations with Glendon students—Drama Studies majors and non-majors—through a written survey and in-class discussions. Results of this consultation emphasize the value students place on the experiential, bilingual and intimate qualities of Glendon Drama Studies, and suggest that students are interested in incorporating more fine arts education into their course of study.

10. Admission requirements: no change.

11. Resource implications

The current Drama Studies program's 42 credits (in French and English), along with a number of cross-listed courses, will be joined by 21 further credits in visual arts (art history and theory, photography, drawing/painting, and moving image creation, in French and English), which are currently mounted as Humanities courses within the Department of Multidisciplinary Studies. The fact that these courses are already offered, but outside the context of any program major, means that creating the two Honours streams within the Drama and Creative Arts program will only require the reallocation of existing resources. By adding these courses, we plan to draw new students into the program, and to allow for cross-disciplinary collaboration between drama and visual arts students and faculty. We have also developed new visual arts courses to rotate with existing offerings, e.g. a 6-credit course in advanced studio art practice, and a 3-credit course in moving image creation. A number of these courses have been and will continue to be taught by Professor Marc Audette, who in 2019 was converted to full-time teaching stream faculty in the Department of Multidisciplinary Studies, and who will be appointed as a core faculty member of the Drama and Creative Arts program.

12. Mode of delivery

The mode of delivery of courses in the modified program will continue to be a mix of courses with an academic focus, courses with a production/studio focus, and blended theory/practice courses. The new courses in visual arts theory and practice will fit within these three categories. All of the program's courses will continue to integrate experiential education, with the production/studio and theory/practice courses having a particularly experiential emphasis.

13. Assessment of teaching and learning in the Program

Assessment in the program continues to be based on written/oral academic components and production/studio artistic components, depending on the course learning objectives. The addition of courses in studio art practice will necessitate modes of evaluation particular to those disciplines (e.g. group critiques of student work).

14. Accommodations for students currently in the Program

Following the adoption of the Drama and Creative Arts program modification by the York University Senate, the program coordinator will inform all currently enrolled DRST majors and

minors about the changes to the program to take effect in May 2021. Every student will be able to continue their studies toward their degree according to the existing requirements without change. Further course offerings of the program will be phased in over a three-year period, leaving current majors and minors the opportunity to take planned upper-year DRST courses. Because of the shifting program requirements at the first and second-year level, it would be complex for current students to switch to the modified program. However, should they wish to do so, accommodations will be made on a student-by-student basis.

15. Comparing the Existing and the Proposed Program Requirements: see Appendix IV

See detailed comparison in Appendix IV below.

APPENDIX I: LIST OF REQUIRED AND OPTIONAL COURSES IN MODIFIED DRAMA AND CREATIVE ARTS PROGRAM

1000-level courses

Required first-year courses:

- DRCA 1001 3.00 Live Theatre: An Introduction (required for all majors)
DRCA 1002 3.00 Visual Arts: An Introduction (required for all majors)

Optional practice courses:

- DRCA 1200 6.00 Smoke and Mirrors: An Introduction to Technical Theatre
DRCA 1210 3.00 Performance I
DRCA 1215 3.00 Performance II/Arts de la scène II
DRCA 1400 6.00 Lignes et formes

2000-level courses

Required survey courses:

- EN/DRCA 2632 6.00 Drama and Theatre: Ancient to Modern (administered by English; required for Drama Honours stream)
DRCA 2400 6.00 Art in the Making: Ideas and Contexts
DRCA 2400 6.00 Créer en art : idées, contextes, désirs (French and English in alternate years; required for Visual Arts Honours stream)

Optional production courses (Drama):

- DRCA 2517 6.00 Staging Plays: From Script to Production (alternate years)
DRCA 2521 6.00 Faire du théâtre en français (alternate years)
DRCA 2615 6.00 Molière, homme de théâtre (alternate years)

Optional studio courses (Visual Arts):

- DRCA 2410 6.00 Digital Photography: Seeing and Making (alternate years)
DRCA 2420 6.00 Peinture: matières et couleurs (alternate years)

3000-level courses

Required project/production courses: (6 credits required for each Honours stream)

- DRCA 3300 6.00 Art, Theatre and Community (alternate years)
DRCA 3410 6.00 Studio Art Practice/Pratiques artistiques en atelier (alternate years)
DRCA 3955 6.00 Approaches to Theatre (alternate years)

Optional theory/production courses:

- DRCA 3210 3.00 Theatre Performance Outdoors (alternate summers)
DRCA 3420 3.00 Art à ciel ouvert (alternate summers)
DRCA 3530 6.00 Théâtre contemporain des mondes francophones (alternate years)

Optional practice course:

DRCA 3485 3.00 Images fixes et images mobiles (alternate years)

Optional theory course:

DRCA 3633 3.00 Indigenous Theatre and Performance (alternate years)

4000-level courses

Optional capstone course:

DRCA 4300 3.00 Capstone: Creative Projects

Required theory/practice seminars: (6 credits required for Honours BA)

DRCA 4619 6.00 Flesh and Blood: Baroque Art and Performance (alternate years)

DRCA 4619 6.00 Le chair et le sang : art et performance du Baroque (alternate years)

DRCA 4621 6.00 Beyond Boundaries: Intercultural Art and Performance (alternate years)

DRCA 4621 6.00 Au-delà des balises : art et performance interculturels (alternate years)

APPENDIX II: Bachelor of Arts Degree: Program-Level Expectations in the Drama and Creative Arts Major

	Statement of Expectation BA in Drama and Creative Arts	Statement of Expectation Honours BA in Drama and Creative Arts (Drama/Visual Arts streams)
1. Depth and Breadth of Knowledge	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. a general knowledge and understanding of many foundational texts, works, key concepts, terms, methodologies, theoretical approaches and assumptions in the study of creative arts 2. a broad understanding of some of the major fields and practices in creative arts, including interdisciplinary perspectives between visual art, theatre, and other creative/performing arts 3. an ability to gather, review, evaluate, critique and interpret artistic works and critical writings relevant to one or more of the major fields in creative arts 4. some detailed knowledge in a field of creative arts 5. critical thinking and analytical skills inside and outside the discipline 6. basic skills in an area of practice in the creative arts 	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. a developed knowledge and critical understanding of the foundational texts, works, key concepts, terms, methodologies, current advances, theoretical approaches and assumptions in the study of creative arts, as well as in a specialized area of these fields (visual arts or theatre) 2. a developed understanding of many of the major fields and practices in creative arts, including interdisciplinary perspectives between theatre and visual arts, and the intersection of these fields with other disciplines in the humanities and creative/performing arts 3. a developed ability to: <ol style="list-style-type: none"> a) gather, review, evaluate, critique and interpret artistic works and critical writings; and b) compare the merits of alternate hypotheses and creative options, relevant to one or more major fields in creative arts

	<p>7. the ability to apply learning from one or more areas outside the discipline</p>	<p>4. a developed, detailed knowledge of and experience in research in an area of creative arts</p> <p>5. developed critical thinking and analytical skills inside and outside the discipline</p> <p>6. developed skills in a specialized area of practice in the creative arts</p> <p>7. the ability to apply learning from one or more areas outside the discipline</p>
<p>2. Knowledge of Methodologies</p>	<p>This degree is awarded to students who have demonstrated:</p> <p>1. an understanding of methods of enquiry and creative processes that enables the student to:</p> <ul style="list-style-type: none"> a) evaluate different approaches to analysing and creating work in the arts using well established ideas and techniques; and b) develop and sustain arguments, create work, engage in critique, and solve problems using these methods. 	<p>This degree is awarded to students who have demonstrated:</p> <p>1. a comprehensive and interdisciplinary understanding of methods of enquiry and creative processes, with an emphasis in their primary stream of study, that enables the student to:</p> <ul style="list-style-type: none"> a) evaluate different choices and approaches to analysing and creating work in the arts using advanced ideas and techniques; and b) devise and sustain sophisticated arguments, create a body of work, engage in reflective critique, and solve complex problems using these methods

<p>3. Application of Knowledge</p>	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. an ability to apply appropriate creative methodologies, concepts, techniques, and practical skills to an artistic creation process 2. the capacity to understand, discover, and make use of academically appropriate and discipline-specific resources 	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. an ability to select and apply appropriate creative methodologies, concepts, techniques, and practical skills to an artistic creation process, and to argue, question, and evaluate the artistic and intellectual relevance, and feasibility of said approaches and concepts 2. a critical capacity to understand, discover, and make use of academically appropriate and discipline-specific resources
<p>4. Communication Skills</p>	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. skills in research, effective oral, visual and written communication, collaborative work, and unscripted problem solving in both academic and creative settings 2. the ability to communicate effectively in the classroom, during creative processes, in studio/rehearsal, and in exhibition/performance spaces 3. the ability to explore one or more disciplines in the creative arts through a diverse range of human perspectives 	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. developed skills in research, effective oral, visual and written communication, collaborative work, and unscripted problem solving in both academic and creative settings 2. a developed ability to communicate effectively in the classroom, during creative processes, in studio/rehearsal, and in exhibition/performance spaces 3. a developed ability to explore one or more disciplines in the creative arts through a diverse range of human perspectives 4. a developed ability to distinguish and analyse work

	<p>4. the ability to distinguish and analyse work in different visual and performative media, through an exploration of varied modes of communication (e.g. live/mediated performance, digital/analog images)</p>	<p>in different visual and performative media, through an exploration of varied modes of communication (e.g. live/mediated performance, digital/analog images)</p>
<p>5. Awareness of Limits of Knowledge</p>	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. an understanding that creative arts skills are developed over a lifetime 2. an understanding that the field changes according to times, locations, social conventions, material conditions and politics 	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. a thorough understanding that creative arts skills are developed over a lifetime 2. a thorough understanding that the field changes according to times, locations, social conventions, material conditions and politics 3. an understanding that creative arts evolves in dialogue with social discourses 4. and that artists and scholars constantly need to reassess their position to the field and to society
<p>6. Autonomy and Professional Capacity</p>	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. an ability to develop and complete a theatrical, artistic or academic project within strict deadline 2. an ability to assess ethical and practical issues relevant to the work or projects 3. an ability to analyze, contextualize, and assess 	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1. an ability to plan, develop, manage, and complete a theatrical, artistic or academic project within strict deadline. 2. an articulated ability to assess ethical and practical issues relevant to the work or projects 3. a developed ability to analyze, contextualize,

	<p>their own artistic practice and that of others</p> <p>4. a constructive approach and collegiality with colleagues and specialists</p>	<p>critique, and assess their own artistic practice and that of others</p> <p>4. personal leadership and a constructive approach and collegiality with colleagues and specialists</p>
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APPENDIX III: Curriculum mapping

	DRCA 1001 Live Theatre: An Introduction	DRCA 1002 Visual Arts: An Introduction	DRCA1200 Smoke and Mirrors: An Introduction to Technical Theatre	DRCA 1210 Performance I	DRCA 1215 Performance II/Arts de la scène II	DRCA 1400 Lignes et formes	DRCA 2400 Art in the Making: Theories and Contexts	DRCA 2517 Staging Plays: From Script to Production	DRCA 2521 Faire du théâtre en français	DRCA 2615 Molière, homme de théâtre	EN/DRCA 2632 Drama and Theatre, Ancient to Modern	DRCA 2800 Digital Photography	DRCA 2900 Peinture: matières et couleurs	DRCA 3210 Theatre Performance Outdoors	DRCA 3300 Art, Theatre and Community	DRCA 3410 Studio Art Practice / Pratiques artistiques en atelier	DRCA 3420 Art à ciel ouvert	DRCA 3485 Images fixes et images mobiles	DRCA 3530 Théâtre contemporain des mondes francophones	DRCA 3633 Indigenous Theatre and Performance	DRCA 3955 Approaches to Theatre	DRCA 4300 Capstone: Creative Projects	DRCA 4619 Flesh and Blood: Baroque Art and Performance	DRCA 4621 Beyond Boundaries: Intercultural Art and Performance	
Depth and Breadth of Knowledge																									
1. a developed knowledge and critical understanding of the foundational texts, works, key concepts, terms, methodologies, current advances, theoretical approaches and assumptions in the study of creative arts, as well as in a specialized area of these fields (visual arts or theatre)	I	I	I	I	I/D	I	D	D	I/D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
2. a developed understanding of many of the major fields and practices in creative arts, including interdisciplinary perspectives between theatre and visual arts, and the intersection of these fields with other disciplines in the humanities and creative/performing arts	I	I		I	I	I	D	D	I/D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
3. a developed ability to: a) gather, review, evaluate, critique and interpret artistic works and critical writings; and b) compare the merits of alternate hypotheses and creative options, relevant to one or more major fields in creative arts	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
4. a developed, detailed knowledge of and experience in research in an area of creative arts	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
5. developed critical thinking and analytical skills inside and outside the discipline	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
6. developed skills in a specialized area of practice in the creative arts			I/D	I	I/D	I/D		D	D	D		D	D	D	D/A	D/A	D	D	D		D/A	A	A	A	
7. the ability to apply learning from one or more areas outside the discipline	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
Knowledge of Methodologies																									
1. a comprehensive and interdisciplinary understanding of methods of enquiry and creative processes, with an emphasis in their primary stream of study, that enables the student to: a. evaluate different choices and approaches to analysing and creating work in the arts using advanced ideas and techniques; and b. devise and sustain sophisticated arguments, create a body of work, engage in reflective critique, and solve complex problems using these methods	I	I	I	I	I/D	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
Application of Knowledge																									
1. an ability to select and apply appropriate creative methodologies, concepts, techniques, and practical skills to an artistic creation process, and to argue, question, and evaluate the artistic and intellectual relevance, and feasibility of said approaches and concepts			I	I	I	I		D	D	D	D	D	D	D	D/A	D/A	D	D	D		D/A	A	A	A	
2. a critical capacity to understand, discover, and make use of academically appropriate research methods and resources	I	I	I				D	D	D	D	D			D	D/A	D/A	D		D	D	D/A	A	A	A	

I	Introduce
D	Develop
A	Achieve/Assess

	DRCA 1001 Live Theatre: An Introduction	DRCA 1002 Visual Arts: An Introduction	DRCA1200 Smoke and Mirrors: An Introduction to Technical Theatre	DRCA 1210 Performance I	DRCA 1215 Performance II/Arts de la scène II	DRCA 1400 Lignes et formes	DRCA 2400 Art in the Making: Theories and Contexts	DRCA 2517 Staging Plays: From Script to Production	DRCA 2521 Faire du théâtre en français	DRCA 2615 Molière, homme de théâtre	EN/DRCA 2632 Drama and Theatre, Ancient to Modern	DRCA 2800 Digital Photography	DRCA 2900 Peinture: matières et couleurs	DRCA 3210 Theatre Performance Outdoors	DRCA 3300 Art, Theatre and Community	DRCA 3410 Studio Art Practice / Pratiques artistiques en atelier	DRCA 3420 Art à ciel ouvert	DRCA 3485 Images fixes et images mobiles	DRCA 3530 Théâtre contemporain des mondes francophones	DRCA 3633 Indigenous Theatre and Performance	DRCA 3955 Approaches to Theatre	DRCA 4300 Capstone: Creative Projects	DRCA 4619 Flesh and Blood: Baroque Art and Performance	DRCA 4621 Beyond Boundaries: Intercultural Art and Performance
Communication Skills																								
1. developed skills in research, effective oral, visual and written communication, collaborative work, and unscripted problem solving in both academic and creative settings	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
2. a developed ability to communicate effectively in the classroom, during creative processes, in studio/rehearsal, and in exhibition/performance spaces	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
3. a developed ability to explore one or more disciplines in the creative arts through a diverse range of human perspectives	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
4. a developed ability to distinguish and analyse work in different visual and performative media, through an exploration of varied modes of communication (e.g. live/mediated performance, digital/analog images)	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
Awareness of Limits of Knowledge																								
1. a thorough understanding that creative arts skills are developed over a lifetime	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
2. a thorough understanding that the field changes according to times, locations, social conventions, material conditions and politics	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
3. an understanding that creative arts evolves in dialogue with social discourses	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
4. an understanding that artists and scholars constantly need to reassess their position to the field and to society	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
Autonomy and Professional Capacity																								
1. an ability to plan, develop, manage, and complete a theatrical, artistic or academic project within strict deadline.	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
2. an articulated ability to assess ethical and practical issues relevant to the work or projects	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A
3. a developed ability to analyze, contextualize, critique, and assess their own artistic practice and that of others			I	I	I	I		D	D	D		D	D	D	D/A	D/A	D	D	D		D/A	A	A	A
4. personal leadership and a constructive approach and collegiality with colleagues and specialists	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A

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Depth and Breadth of Knowledge																									
1. a general knowledge and understanding of many foundational texts, works, key concepts, terms, methodologies, theoretical approaches and assumptions in the study of creative arts	I	I	I	I	I/D	I	D	D	I/D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
2. a broad understanding of some of the major fields and practices in creative arts, including interdisciplinary perspectives between visual art, theatre, and other creative/performing arts	I	I		I	I	I	D	D	I/D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
3. an ability to gather, review, evaluate, critique and interpret artistic works and critical writings relevant to one or more of the major fields in creative arts	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
4. some detailed knowledge in a field of creative arts	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
5. critical thinking and analytical skills inside and outside the discipline	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
6. basic skills in an area of practice in the creative arts			I/D	I	I/D	I/D		D	D	D		D	D	D	D/A	D/A	D	D	D		D/A	A	A	A	A
7. the ability to apply learning from one or more areas outside the discipline	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
Knowledge of Methodologies																									
1. an understanding of methods of enquiry and creative processes that enables the student to:																									
a) evaluate different approaches to analysing and creating work in the arts using well established ideas and techniques; and	I	I	I	I	I/D	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
b) develop and sustain arguments, create work, engage in critique, and solve problems using these methods.																									
Application of Knowledge																									
1. an ability to apply appropriate creative methodologies, concepts, techniques, and practical skills to an artistic creation process			I	I	I	I		D	D	D	D	D	D	D	D/A	D/A	D	D	D		D/A	A	A	A	A
2. the capacity to understand, discover, and make use of academically appropriate and discipline-specific resources	I	I	I				D	D	D	D	D			D	D/A	D/A	D		D	D	D/A	A	A	A	A
Communication Skills																									
1. skills in research, effective oral, visual and written communication, collaborative work, and unscripted problem solving in both academic and creative settings	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
2. the ability to communicate effectively in the classroom, during creative processes, in studio/rehearsal, and in exhibition/performance spaces	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
3. the ability to explore one or more disciplines in the creative arts through a diverse range of human perspectives	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A
4. the ability to distinguish and analyse work in different visual and performative media, through an exploration of varied modes of communication (e.g. live/mediated performance, digital/analog images)	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	A

I	Introduce
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Awareness of Limits of Knowledge																									
1. an understanding that creative arts skills are developed over a lifetime	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
2. an understanding that the field changes according to times, locations, social conventions, material conditions and politics	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
Autonomy and Professional Capacity									D										D						
1. an ability to develop and complete a theatrical, artistic or academic project within strict deadline	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	
1. an ability to assess ethical and practical issues relevant to the work or projects	I	I	I	I	I	I	D	D		D	D	D	D	D	D/A	D/A	D	D		D	D/A	A	A	A	
1. an ability to analyze, contextualize, and assess their own artistic practice and that of others			I	I	I	I		D	D	D		D	D	D	D/A	D/A	D	D	D		D/A	A	A	A	
1. a constructive approach and collegiality with colleagues and specialists	I	I	I	I	I	I	D	D	D	D	D	D	D	D	D/A	D/A	D	D	D	D	D/A	A	A	A	

I	Introduce
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APPENDIX IV: Side-by-side comparison of the existing and proposed program requirements

Note 1: The section on “related courses” has been removed from the modified program requirements, as these courses are rarely offered and no longer fulfill the program learning outcomes.

Note 2: The section on the MOU between Drama Studies and Collège Boréal has also been removed, as the program at Boréal in Stage Management and Technical Support has been closed. (In fact, no students ever participated in this agreement.)

Current:	Proposed:
(Strikethrough changes in current requirements)	(Underline and highlight changes)
<p>Specialized Honours BA: 120 Credits Major credits: students must complete at least 54 credits, including:</p> <ul style="list-style-type: none"> • GL/DRST 1000 6.00 • 12 major credits at the 3000 level, as follows: <ul style="list-style-type: none"> ○ GL/DRST 3640 6.00 or GL/DRST 3955 6.00; ○ 6 additional major credits at the 3000 level; • 12 major credits at the 4000 level, as follows: <ul style="list-style-type: none"> ○ GL/DRST 4619 6.00 or GL/DRST 4621 6.00; ○ 6 additional major credits at the 4000 level; • 24 additional major credits at any level. <p>General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p>Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> • courses at the second-year level and above in French as a Second Language and/or in English as a Second Language; • courses in any discipline which are designated as satisfying the bilingual requirement. <p>Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p>Credits outside the major*: at least 18 credits.</p> <p>Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a</p>	<p>Specialized Honours BA: 120 Credits <u>Drama Stream</u> Major credits: students must complete at least 54 credits, including:</p> <ul style="list-style-type: none"> • <u>GL/DRCA 1001 3.00</u> • <u>GL/DRCA 1002 3.00</u> • <u>GL/EN/DRCA 2632 6.00</u> • 12 major credits at the 3000 level, as follows: <ul style="list-style-type: none"> ○ <u>GL/DRCA 3300 6.00</u> or <u>GL/DRCA 3955 6.00</u>; ○ 6 additional major credits at the 3000 level; • 12 major credits at the 4000 level, as follows: <ul style="list-style-type: none"> ○ <u>GL/DRCA 4619 6.00</u> or <u>GL/DRCA 4621 6.00</u>; ○ 6 additional major credits at the 4000 level; • <u>18</u> additional major credits at any level. <p><u>Visual Arts Stream</u> Major credits: students must complete at least 54 credits, including:</p> <ul style="list-style-type: none"> • <u>GL/DRCA 1001 3.00</u> • <u>GL/DRCA 1002 3.00</u> • <u>GL/DRCA 2400 6.00</u> • 12 major credits at the 3000 level, as follows: <ul style="list-style-type: none"> ○ <u>GL/DRCA 3300 6.00</u> or <u>GL/DRCA 3410 6.00</u>; ○ 6 additional major credits at the 3000 level; • 12 major credits at the 4000 level, as follows: <ul style="list-style-type: none"> ○ <u>GL/DRCA 4619 6.00</u> or <u>GL/DRCA 4621 6.00</u>; ○ 6 additional major credits at the 4000 level; • <u>18</u> additional major credits at any level. <p>General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p>Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p>

cumulative grade point average of at least 5.00 (C+).
***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

Specialized Honours iBA: 120 Credits

Major credits: students must complete at least 54 credits, including:

- ~~GL/DRST 1000 6.00~~
- 12 major credits at the 3000 level, as follows:
 - ~~GL/DRST 3640 6.00~~ or ~~GL/DRST 3955 6.00~~;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - ~~GL/DRST 4619 6.00~~ or ~~GL/DRST 4621 6.00~~;
 - 6 additional major credits at the 4000 level;
- 24 additional major credits at any level.
 Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.

General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

Bilingual/trilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

Specialized Honours iBA: 120 Credits

Drama Stream

Major credits: students must complete at least 54 credits, including:

- **GL/DRCA 1001 3.00**
- **GL/DRCA 1002 3.00**
- **GL/EN/DRCA 2632 6.00**
- 12 major credits at the 3000 level, as follows:
 - **GL/DRCA 3300 6.00** or **GL/DRCA 3955 6.00**;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - **GL/DRCA 4619 6.00** or **GL/DRCA 4621 6.00**;
 - 6 additional major credits at the 4000 level;
- **18** additional major credits at any level.

Visual Arts Stream

Major credits: students must complete at least 54 credits, including:

- **GL/DRCA 1001 3.00**
- **GL/DRCA 1002 3.00**
- **GL/DRCA 2400 6.00**
- 12 major credits at the 3000 level, as follows:
 - **GL/DRCA 3300 6.00** or **GL/DRCA 3410 6.00**;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - **GL/DRCA 4619 6.00** or **GL/DRCA 4621 6.00**;
 - 6 additional major credits at the 4000 level;
- **18** additional major credits at any level.
 Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.

General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education

(including: GL/SP 3000 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses.

Exchange requirement*: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full -year exchange.

Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

Honours BA: 120 Credits

Major credits: students must complete at least 42 credits, including:

- ~~GL/DRST 1000 6.00~~
- 12 major credits at the 3000 level, as follows:
 - ~~GL/DRST 3640 6.00~~ or ~~GL/DRST 3955 6.00~~;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - ~~GL/DRST 4619 6.00~~ or ~~GL/DRST 4621 6.00~~;
 - 6 additional major credits at the 4000 level;

divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

Bilingual/trilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses.

Exchange requirement*: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full -year exchange.

Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

Honours BA: 120 Credits

Drama Stream

Major credits: students must complete at least 42 credits, including:

- **GL/DRCA 1001 3.00**
- **GL/DRCA 1002 3.00**
- **GL/EN/DRCA 2632 6.00**
- 12 major credits at the 3000 level, as follows:
 - **GL/DRCA 3300 6.00** or **GL/DRCA 3955 6.00**;

<ul style="list-style-type: none"> • 12 additional major credits at any level. <p>General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p>Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> • courses at the second-year level and above in French as a Second Language and/or in English as a Second Language; • courses in any discipline which are designated as satisfying the bilingual requirement. <p>Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p>Credits outside the major*: at least 18 credits.</p> <p>Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><i>*Note: please refer to the Regulations for the Bachelor of Arts Degree within the Faculty-Wide Degree Requirements section of the Undergraduate Calendar for detailed requirement information.</i></p> <p>Honours iBA: 120 Credits Major credits: students must complete at least 42</p>	<ul style="list-style-type: none"> ○ 6 additional major credits at the 3000 level; • 12 major credits at the 4000 level, as follows: <ul style="list-style-type: none"> ○ GL/DRCA 4619 6.00 or GL/DRCA 4621 6.00; ○ 6 additional major credits at the 4000 level; • 6 additional major credits at any level. <p>Visual Arts Stream</p> <p>Major credits: students must complete at least 54 credits, including:</p> <ul style="list-style-type: none"> • GL/DRCA 1001 3.00 • GL/DRCA 1002 3.00 • GL/DRCA 2400 6.00 • 12 major credits at the 3000 level, as follows: <ul style="list-style-type: none"> ○ GL/DRCA 3300 6.00 or GL/DRCA 3410 6.00; ○ 6 additional major credits at the 3000 level; • 12 major credits at the 4000 level, as follows: <ul style="list-style-type: none"> ○ GL/DRCA 4619 6.00 or GL/DRCA 4621 6.00; ○ 6 additional major credits at the 4000 level; • 6 additional major credits at any level. <p>Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.</p> <p>General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.</p> <p>Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> • courses at the second-year level and above in French as a Second Language and/or in English as a Second Language; • courses in any discipline which are designated as satisfying the bilingual requirement. <p>Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p> <p>Credits outside the major*: at least 18 credits.</p> <p>Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).</p> <p><i>*Note: please refer to the Regulations for the Bachelor of Arts Degree within the Faculty-Wide Degree Requirements section of the Undergraduate Calendar for detailed requirement information.</i></p> <p>Honours iBA: 120 Credits Drama Stream</p>
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credits, including:

- ~~GL/DRST 1000 6.00~~
- 12 major credits at the 3000 level, as follows:
 - ~~GL/DRST 3640 6.00~~ or ~~GL/DRST 3955 6.00~~;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - ~~GL/DRST 4619 6.00~~ or ~~GL/DRST 4621 6.00~~;
 - 6 additional major credits at the 4000 level;
- ~~12~~ additional major credits at any level.

Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.

General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

Bilingual/trilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses.

Exchange requirement*: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full-year exchange.

Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

Major credits: students must complete at least 42 credits, including:

- **GL/DRCA 1001 3.00**
- **GL/DRCA 1002 3.00**
- **GL/EN/DRCA 2632 6.00**
- 12 major credits at the 3000 level, as follows:
 - **GL/DRCA 3300 6.00** or **GL/DRCA 3955 6.00**;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - **GL/DRCA 4619 6.00** or **GL/DRCA 4621 6.00**;
 - 6 additional major credits at the 4000 level;
- **6** additional major credits at any level.

Visual Arts Stream

Major credits: students must complete at least 54 credits, including:

- **GL/DRCA 1001 3.00**
- **GL/DRCA 1002 3.00**
- **GL/DRCA 2400 6.00**
- 12 major credits at the 3000 level, as follows:
 - **GL/DRCA 3300 6.00** or **GL/DRCA 3410 6.00**;
 - 6 additional major credits at the 3000 level;
- 12 major credits at the 4000 level, as follows:
 - **GL/DRCA 4619 6.00** or **GL/DRCA 4621 6.00**;
 - 6 additional major credits at the 4000 level;
- **6** additional major credits at any level.

Courses taken to fulfil the major requirements may also be used to fulfil the iBA requirements.

General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

Bilingual/trilingual requirement*: for the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:

- French as a Second Language and/or in English as a Second Language at the 2000 level or above;
- discipline courses which are designated as satisfying the bilingual requirement.

The remaining 12 credits in either official language may be completed abroad.

For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Internationally-oriented course requirement*: at least 12 credits of internationally-oriented courses.

Exchange requirement*: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement.

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

Honours Double Major BA

The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with any Honours Minor program offered at Glendon or the School of the Arts, Performance, Media and Design except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any other Honours degree program offered at Glendon or the School of the Arts, Performance, Media and Design except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Minor BA

The Honours Minor must be pursued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon.

Minor credits: student must complete at least 30 credits in an approved program in Drama Studies chosen from

Students are required to pass a minimum of nine credits for a half-year exchange, or 18 credits for a full-year exchange.

Upper-level credits*: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty-Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.

Honours Double Major BA

The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with any Honours Minor program offered at Glendon or the School of the Arts, Performance, Media and Design except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any other Honours degree program offered at Glendon or the School of the Arts, Performance, Media and Design except where a similar minor is offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Minor BA

The Honours Minor must be pursued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon.

Minor credits: student must complete at least 30 credits in an approved program in Drama Studies chosen from

the list of drama studies courses below, including:

- ~~GL/DRST 1000 6.00~~
- ~~GL/DRST 3640 6.00~~ or GL/DRST 3955 6.00;
- GL/DRST 4619 6.00 or GL/DRST 4621 6.00;
- ~~12~~ additional minor credits at any level.

Bachelor of Arts: 90 Credits

Major credits: students must complete at least 30 credits including:

- ~~GL/DRST 1000 6.00;~~
- 6 major credits chosen from the following list:
 - ~~GL/DRST 3640 6.00~~
 - GL/DRST 3955 6.00
 - GL/DRST 4619 6.00
 - GL/DRST 4621 6.00;
- 6 additional major credits at the 3000 or 4000 level;
- ~~12~~ additional major credits at any level.

General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

Upper-level credits*: at least 18 credits at the 3000 or 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00 (C). Students may take courses taught in English, in French or in Spanish to fulfil program requirements. Drama studies students must have their advising documents approved by the program coordinator.

***Note:** please refer to the *Regulations for the Bachelor*

the list of drama studies courses below, including:

- GL/DRCA 1001 3.00
- GL/DRCA 1002 3.00
- GL/DRCA 2400 6.00 or GL/DRCA 2632 6.00;
- 6 major credits chosen from the following list:
 - GL/DRCA 3300 6.00
 - GL/DRCA 3410 6.00
 - GL/DRCA 3955 6.00
- GL/DRCA 4619 6.00 or GL/DRCA 4621 6.00;
- 6 additional minor credits at any level.

Bachelor of Arts: 90 Credits

Major credits: students must complete at least 30 credits including:

- GL/DRCA 1001 3.00
- GL/DRCA 1002 3.00
- GL/DRCA 2400 6.00 or GL/EN/DRCA 2632 6.00;
- 6 major credits chosen from the following list:
 - GL/DRCA 3300 6.00
 - GL/DRCA 3410 6.00
 - GL/DRCA 3955 6.00
 - GL/DRCA 4619 6.00
 - GL/DRCA 4621 6.00;
- 6 additional major credits at the 3000 or 4000 level;
- 6 additional major credits at any level.

General education requirement*: every BA student in the college shall complete the equivalent of at least six credits in each of three of the four general education divisions (for a total of 18 credits): humanities, modes of reasoning, natural science, social science.

Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a Second Language and/or in English as a Second Language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

Upper-level credits*: at least 18 credits at the 3000 or 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

Credits outside the major*: at least 18 credits.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00 (C).

Students may take courses taught in English, in French or in Spanish to fulfil program requirements. Drama

of Arts Degree within the Faculty-Wide Degree Requirements section of the Undergraduate Calendar for detailed requirement information.

Related Courses

A related course is a course not otherwise on the drama studies listing in which the instructor permits the student to do at least 50 per cent of the course work from a drama studies perspective. For this purpose both the permission of the drama studies coordinator and the consent of the instructor are required on a form provided through the program office. Courses so far identified as related courses are listed below. Any other course must be approved by the coordinator.

- ~~GL/EN 3230 6.00~~
- ~~GL/EN 3260 6.00~~
- ~~GL/EN 4230 6.00~~
- ~~GL/EN 4345 3.00~~
- ~~GL/Fran 1800 3.00~~
- ~~GL/Fran 1810 3.00~~
- ~~GL/Fran 4625 3.00~~
- ~~GL/HUMA 3630 3.00~~
- ~~GL/HUMA 3635 3.00~~
- ~~GL/HUMA 3910 3.00~~
- ~~GL/HUMA 3915 3.00~~

Program Requirements for Collège Boréal students in Stage Management and Technical Support Specialized Honours BA for students under the MOU with Collège Boréal: 120 Credits

Transfer credits: 42 transfer credits are recognized for students who have completed the *Techniques et gestion de la scène* from Collège Boréal (with a minimum average of 3.0 or 70 or B) as follows:

- ~~GL/DRST 1200 6.00~~
- ~~GL/DRST 3205 6.00~~
- 6 credits in Humanities (HUMA)
- 6 credits in Social Science (SOSC)
- 18 credits outside the major

Major credits: students must complete 42 credits at Glendon including:

- ~~GL/DRST 1000 6.00; recommended to take this course the first year at Glendon.~~
- ~~GL/DRST 3210 6.00; recommended to take this course the summer before the first year at Glendon.~~
- 12 major credits at the 3000 level, as follows:
 - ~~GL/DRST 3955 6.00 or GL/DRST 3640 6.00; recommended to take GL/DRST 3640 6.00 the first year at Glendon.~~
 - 6 additional major credits at the 3000 level;
- 18 major credits at the 4000 level, as follows:

studies students must have their advising documents approved by the program coordinator.

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the Faculty-Wide Degree Requirements section of the Undergraduate Calendar for detailed requirement information.

- ~~GL/DRST 4619 6.00 or GL/DRST 4621 6.00; recommended to take GL/DRST 4621 6.00 the second year at Glendon.~~
- 12 additional major credits at the 4000 level;

General education requirement: 12 transfer credits are recognized from Boréal : humanities and social science; students must take 6 credits in either modes of reasoning or natural science.

Bilingual requirement*: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second year level and above in French as a second language and/or in English as a second language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

Upper level credits: satisfied with the Major credit requirement.

Credits outside the major: satisfied with transfer credits recognized from Boréal.

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

***Note:** please refer to the *Regulations for the Bachelor of Arts Degree* within the *Faculty Wide Degree Requirements* section of the Undergraduate Calendar for detailed requirement information.



GLENDON COLLEGE
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March 3, 2020

Re. Major Modifications, Drama and Creative Arts

I am writing this letter to state my full support for the proposed major modification for the program in Drama and Creative Arts on the Glendon campus.

This program is a redesign of the current program in Drama Studies and incorporates pre-existing courses in visual arts. The changes help harmonize and modernize the curriculum. With its heavy emphasis on experiential education, the program will foster active learning and students will be given the opportunity to engage directly with the Canadian artistic community. This program also reaffirms Glendon's strength and the importance of interdisciplinarity in teaching and learning.

As a bilingual offering, the Glendon program in Drama and the Creative Arts will be unique across the University and in Ontario. In the redevelopment of the program, proponents consulted with the Dean of AMPD as well as with colleagues in the programs in Theatre and Visual Art & Art History to avoid duplication and to foster coordination and collaborations between the two campuses.

Glendon is in a strong position to support this new program with the recent conversion of Professor Marc Audette in 2019 to lead its visual arts component. Moreover, it benefits from pre-existing resources: our theatre, visual arts studio, workshop, and lab with specialized software. I confirm that the appropriate resources are made available to ensure the success of this program. I expect that the adoption of these changes will generate renewed interest in the arts at Glendon.

I look forward to the implementation of this major modification. I would be happy to answer any questions that remain.

Sincerely,

Ian Roberge
Interim Principal





Memo

To: Ian Roberge, Interim Principle, Glendon

From: Sarah Bay-Cheng, Dean *S. Bay-Cheng*

Date: 12 February 2020

Subject: Drama and Creative Arts/Création Art et Théâtre Major Modification Proposal

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

Office of the Dean

4700 KEELE ST
TORONTO ON
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T 416 736 5136
ampd@yorku.ca
ampd.yorku.ca

Thank you for the opportunity to review the proposed Drama and Creative Arts/Création Art et Théâtre Major Modification Proposal for Glendon Campus. Following consultations with both the Department of Theatre and Visual Arts and Art History in AMPD, we requested changes to the proposed courses and program descriptions to differentiate better the programs at Glendon and AMPD-Keele.

Provided that these changes are implemented (e.g., change of proposed course for “Art in the City”, among others as discussed), I am satisfied that the proposed program changes at Glendon will not negatively impact existing programs and that there are ample opportunities for collaboration.

I therefore support the proposed major modifications to the program and look forward to future collaborations.





GLENDON COLLEGE

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Department of
Multidisciplinary
Studies

Département d'Études
pluridisciplinaires

2275 BAYVIEW AVE.
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T 416 487 6732
F 416 487 6851
mds@glendon.yorku.ca

February 29, 2020.

To Glendon's Committee on Academic Standards in Teaching and Learning (CASTL):

It is with such pleasure that I find myself in a position to write a letter of support, on behalf of the Department of Multidisciplinary Studies, for Glendon's MDS/Drama Studies Program (DRST) as it pursues a Major Program Modification to result in a new bilingual Drama and Creative Arts Program (DRCA)/ Programme de Théâtre et arts visuels. I am delighted to know that letters of support have been received in DRST from Glendon's English Department and York's School of Arts, Media, Performance and Design (AMPD) as well as from Glendon's Principal's Office. In MDS we are definitely overjoyed that the proposal is now making its way along the channels to submission to Glendon's Committee on Academic Standards in Teaching and Learning (CASTL) so soon. The conceptualisation and planning alone have been a fantastic undertaking.

The version of the document, with which I have been presented, is the one being sent to CASTL. The efforts by our Glendon colleagues in MDS to execute it have been truly laudatory. It is the result of serious collaboration and outreach within the University. Discussions with departments and programs at Glendon, including those of French Studies, English, and Communications, have been ongoing in the development of the new curriculum. Collegial exchanges to brainstorm the proposed major program modification took place with the Chairs of Visual Art and Art History, and Theatre at Keele. These meetings resulted in placating concerns around course duplication and units' competition for students. From them even some interesting proposals about actually sharing resources across campuses have emerged.

Here are but a few main observations on the basic structure of the Program described. To note are the two Honours streams: 1) Drama, and 2) Visual Arts (in the plural) and the important section on the B.Ed. program. Two first-year courses are envisaged to



ground the two streams: “Live Theatre: An Introduction” and “Visual Arts: An Introduction.” The program includes numerous experiential arts-based courses, academic-focused courses, and hybrid courses that combine academic study with studio or production work. DRCA will also draw on cross-listed courses in the Departments of English and French Studies, along with other departments and programs at Glendon. In addition, the redesign of DRST provides an opening for some completely new courses for Glendon (and York) students, of which, as Chair of MDS, I have been aware for a while. Newly appointed colleague, visual artist Marc Audette has been having to wait to propose his courses as Program courses, appropriate only under the apron of DRCA’s learning outcomes. To have them form part of a degree cursus is an excellent by-product of the many positive changes within the concept of DRCA.

My congratulations are extended to the few but mighty colleagues of DRST, and especially its coordinator, Professor Levine, for demonstrated perseverance in producing a novel take on a Program, which in its re-conception of DRST is extremely well suited to Glendon’s students, setting, and facilities. It is a distinct honour and delight to extend to DRCA any help and support that MDS can muster on its behalf!

A handwritten signature in blue ink, appearing to read "B. Price".

B. Price, Chair, Department of Multidisciplinary Studies



February 3, 2020

To Whom it May Concern,

I am writing this letter to state my full support of the Major Program Modification Proposal BA Program in Drama and Creative Arts (Department of Multidisciplinary Studies, Glendon College). The English Department has a long history of collaborating with the Drama and Creative Arts Program and looks forward to continuing this collaboration.

**GLENDON COLLEGE
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**English Department
Département d'études
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[www.glendon.yorku.ca/
englishstudies](http://www.glendon.yorku.ca/englishstudies)

In addition to the two required courses—2632 (current course) and 2400 (a proposed course)—the English Department has multiple courses cross-listed with Drama and Creative Arts: 3620 (Reading Shakespeare), 3625 (Medieval English Drama), 3633 (Indigenous Drama and Theatre), 3950 (English Speaking Theatre in Canada), and 4625 (Imagining the Past: Literary Uses of History in the Renaissance). Members of the English Department have been, and will continue to be, involved in consultations about the revision of the existing course and the creation of the new course.

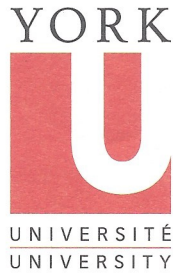
The proposed modifications will provide new opportunities for both students of Drama and Creative Arts and English Literature. We are in the process of establishing an Experiential Certificate in Creative Writing which includes a course entitled The Story Board: Screenplay Writing and the Graphic Novel. It will be particularly relevant to the Drama and Creative Arts Program.

Additionally, the decision to eliminate DRST 1000, which is quite similar to EN 2632, combined with naming 2632 as a required course, promises to improve enrolments. The proposed modifications should prove to be positive for students and faculty in both programs.

Sincerely,

Danielle Russell
Chair, Department of English
C214
drussell@glendon.yorku.ca





Toronto, March 5, 2020

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2275 BAYVIEW AVE.
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To Whom it may concern,

The Department of French Studies at Glendon fully supports the "Major Program Modification Proposal" regarding the BA in Drama and Creative Arts / Théâtre et arts visuels, put forward by the Department of Multidisciplinary Studies in collaboration with Glendon College and the Department of Visual Art and Art History in the School of the Arts, Media, Performance, and Design.

As Interim Chair of the Department of French Studies at Glendon, I have participated in a consultation during the development of this proposal, and I can confirm that any and all concerns of our Department were addressed and discussed at length.

This is a very interesting proposal that embraces Glendon College's strengths: bilingualism, interdisciplinarity and experiential education. This "Major Program Modification Proposal" will also benefit our students who are doing a major in French and are already enrolled in the BEd, as they will have an attractive option with this new Minor in Drama and Creative Arts / Théâtre et arts visuels that could be used as their second "Teachable Subject" in their future career in French as a Second Language teachers. Moreover, the Department of French Studies would welcome many potential cross-listings and be happy to contribute to this new program in Drama and Creative Arts / Théâtre et arts visuels, to expand the francophone offer of this bilingual modified program : i.e. FRAN 4531 *Du Surréalisme français à l'Automatisme québécois*, FRAN 4535 *La bande dessinée*, FRAN 3510 *Cinéma québécois* & FRAN 3515 *Cinéma français* (Visual Art stream), and FRAN 2615 *Molière, homme de théâtre*, FRAN 3600 *La dramaturgie du XVII^e siècle*, FRAN 3650 *Théâtre français du XX^e siècle*, GL/FRAN 4612 *Théâtre du XVIII^e siècle* & FRAN 4615 *Théâtre du XIX^e siècle* (Drama stream).

I would like to take this opportunity to thank Guillaume Bernardi and Gabriel Levine in conceiving and drafting this "Major Program Modification Proposal". I have no doubt that this program will foster a more engaged and critical undergraduate student, who understands the necessity of an interdisciplinary understanding of "Drama and Creative Arts" in a bilingual environment.

I look forward to the implementation of this modified program.

Sincerely,
Swann Paradis

Associate Professor

Directeur intérimaire / Acting Chair
Collège universitaire Glendon / York University
Département d'études françaises, Bureau YH-231
sparadis@glendon.yorku.ca



May 20, 2020

DIVISION OF STUDENTS

**Office of the University
Registrar**

Darran A. Fernandez
University Registrar

Bennett Centre for Student
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4700 KEELE ST.
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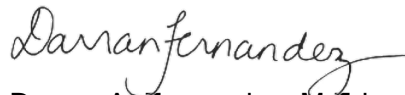
To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposal for Major Modification of the BA program in Drama and Creative Arts

The proposal for the major modification of the BA program in Drama and Creative Arts and the creation of a new rubric in DRCA at Glendon College has been reviewed by the Office of the University Registrar.

We support the establishment of the new rubric (DRCA) for this program and look forward to working collaboratively with Glendon College on some minor implementation details in support of their requirements.

Sincerely,



Darran A. Fernandez, M.Ed.
University Registrar
York University





Friday, January 31st, 2020

YORK UNIVERSITY
LIBRARIES

Leslie Frost Library

Glendon Campus
2275 Bayview Ave,
North York, ON
M4N 3M6
T 416 736-2100
EXT 88317

scoysh@yorku.ca

Dear Members of CASTL,

Please accept the following as a statement of Library Support for the program modification being proposed for the BA in Drama and Creative Arts:

Program Modification BA in Drama and Creative Arts

Over the years, the Frost and Scott Libraries have built a respectable collection of drama and visual art resources supporting the courses taught at Glendon, including major databases such as The International Bibliography of Theatre & Dance, and Art & Architecture Source. We are, therefore, in a good position to support these modifications to the current program. If new courses are developed as a result of these changes we will review them and purchase any new resources required. With the harmonization of the curriculum, faculty teaching within this department may also want to make use of the Glendon Media Lab resources housed at the Frost Library.

Thank you,

A handwritten signature in blue ink that reads "Sarah Coysh". The signature is fluid and cursive, with a large loop at the end.

Sarah Coysh
Librarian/Bibliothécaire
Course director English Studies/Enseignante Études anglaises





Joint Sub-Committee on Quality Assurance

Report to the Full Committees

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

The Sub-Committee met on 7 April 2020 and submits the following report to the full Committees.

Members present were as follows:

Joanne Magee, Chair (Member designated by APPRC)
 Logan Donaldson (Member designated by ASCP)
 Lyse Hébert (Member designated by APPRC)
 Tom Loebel (Dean of Graduate Studies, ex officio)
 Alice Pitt (Vice-Provost Academic, ex officio)

Tom Wesson (member designated by ASCP) sent regrets.

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

1. Revisions to the York University Quality Assurance Procedures (YUQAP) and York University Quality Assurance Policy

The Sub-Committee resumed its discussion of proposed revisions to the York University Quality Assurance Procedures begun at its meeting in the fall, and considered companion changes to the York University Quality Assurance Policy as well.

Members provided input on the Procedures, which had been updated to reflect feedback shared at previous Sub-Committee meetings. Key changes to the Procedures include enhanced clarity of processes and requirements for the review and approval of program proposals and the cyclical program review processes, with a focus on simplifying the *Major vs Minor* Modifications framework to reduce the perceived complexity of the Procedures. Following an editorial review, the Sub-Committee will have an opportunity for a final review before the Procedures are forwarded to the Ontario Universities Council on Quality Assurance (Quality Council) for approval.

In tandem with the changes to YUQAP, updates to the York University Quality Assurance Policy have been made to align the two documents. Members reflected on and provided input on the changes, which include a substantive revision to the composition of the Joint Sub-Committee on Quality Assurance because its oversight function would be better

Joint Sub-Committee on Quality Assurance

Report to the Full Committees

served by continuing members with relevant prior experience as well as more frequent meetings. It is proposed that the Sub-Committee will remain under the auspices of the Senate ASCP and APPRC committees but will include five directly elected faculty members (for a three-year term) rather than two members from each of the two parent committees (who volunteer for a year at a time). There is precedent for this: Senate's Honorary Degrees and Ceremonials Subcommittee is composed of directly elected faculty members rather than members of its parent committee (Senate Executive).

Consultation with the parent committees and other relevant groups within the University on the proposed revisions to the Policy will be the next stage in the review exercise.

2. Cyclical Program Reviews (CPRs)

Vice-Provost Academic Alice Pitt briefed members on the status of the CPRs in progress and adjustments to the schedule necessitated by the current disruption to University business due to the COVID-19 pandemic.

J. Magee
Chair