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FACULTY OF ENVIRONMENTAL & URBAN CHANGE
Rules and Procedures of Faculty Council

Approved by Interim Faculty Council on August 20, 2020; approved by Senate Executive on <mark>Day/Month/Year</mark>*; last amended,* <mark>Day/Month/Year</mark>*.*

PREAMBLE

The Council of the Faculty of Environmental and Urban Change is a committee of the Senate of York University, and is responsible for academic governance in areas defined by Senate (*Rules of Senate*, s. 8.3). Faculty Council is the governing body that establishes policy and regulations in all Faculty matters, both directly and through its standing committees. Faculty Council shall have the power to legislate on all matters of policy pertaining to the Faculty, and to establish standing and special committees and their terms of reference.

Subject to the approval of Senate, the Council shall function in accordance with these Rules and Procedures and such other rules, regulations, procedures, and policies as the Council may from time to time establish.

1. MEMBERSHIP

1.1 Membership of Faculty Council shall be composed of the following, all of whom shall have the right to vote unless otherwise specified:

  a) the Dean and Associate Deans
  b) all full-time faculty members, including the Chair and Vice-Chair of Council, and cross-appointed faculty
  c) two contract faculty members, while holding appointments in the Faculty
  d) one student from each undergraduate degree program (if no representative is elected from a particular undergraduate degree program, that vacancy may be filled by a representative from another undergraduate degree program)
  e) one student from each graduate degree program (if no representative is elected from a particular graduate degree program, that vacancy may be filled by a representative from another graduate degree program)
  f) Librarian
  g) the Executive Officer (*ex officio*)
  h) two staff members (YUSA)
  i) the Secretary of Council (non-voting)

1.2 The following officers of the University are *ex officio* members of Council, without the right to vote:

  a) the President and Vice-Chancellor

b) the Vice President Academic and Provost
c) the Chair of Senate
d) the Secretary of Senate

2. OFFICERS

2.1 The officers of Council and their respective duties, are as follows:

2.1.1 *Chair*. The Chair of Faculty Council presides over all regular and special meetings of Council. While presiding, the Chair shall maintain order and decorum in Council proceedings, in accordance with basic principles of collegial governance. The Chair acts as the official spokesperson for Council. The Chair shall serve on such committees and in such capacity as is specified below (see s. 10 "Standing Committees").

2.1.2 *Vice-Chair*. The Vice-Chair of Council presides over Council meetings in the absence of the Chair, or when the Council moves into Committee of the Whole. In the event that the Chair is temporarily incapacitated or otherwise unable to carry out their responsibilities, the Vice-Chair shall fulfil this role. Where the position of Chair becomes vacant prior to the end of the normal term, the Vice-Chair shall fill this position and a new Vice-Chair elected. The Vice-Chair is identified as the Chief Teller and Chief Returning Officer for all elections.

2.1.3 *Secretary*. The Secretary of Council attends all meetings of Council and prepares minutes of all proceedings. The Secretary is responsible for the proper maintenance of Council's records, as well as its correspondence.

2.2 The Chair and Vice-Chair shall each be elected for a two-year term by Council from among its members according to such procedures as it may establish, and they may be re-elected. The Dean shall appoint an administrative staff member to serve as the Secretary in a non-voting capacity.

3. MEETINGS

3.1 *Quorum*: A quorum of Faculty Council shall consist of the Chair or Vice-Chair of Council and ten voting members, a majority of whom must be full-time faculty members. If both the Chair and Vice-Chair are present, the latter shall count as one of the ten voting members.

3.1.1 If Council or any of its standing or special committees is unable to perform its duties due to lack of quorum, and if pending business before Council or said committee is deemed urgent, the Chair may refer it to the Executive and Planning Committee for resolution.

3.2 *Regular Meetings*: Regular meetings of Faculty Council shall be held once every calendar month, from September to May inclusive.

    3.2.1 Notice of meetings shall be sent six days in advance and shall also be posted at that time.

    3.2.2 Meetings shall adjourn after ninety minutes or earlier, unless a two-thirds majority votes in favour of a motion to continue the meeting.

3.3 *Special Meetings:* A special meeting must be called by the Chair at the written request of five members of Faculty Council. Notice must be given to members of Faculty Council six business days prior to the date set, and notice shall also be posted at that time. A special meeting of Council may deal only with business specified in the notice.

3.4 All meetings of Faculty Council and its committees shall be open to non-members within York University; they may not vote, nor may they take part in deliberations. However, the Chair may invite certain non-members to attend Council; such guests may speak, but they may not vote.

    3.4.1 A meeting of Faculty Council or its committees may be closed in whole or in part by a simple majority vote of members present and voting. The reasons for such closing shall be recorded in the minutes.

3.5 *Audio and Visual Recording*: Audio or visual recordings of Council meetings, sharing or distribution of such recordings, whether live or through audio or video streaming, are not permitted except with the agreement of the Chair.

4. ORDER OF BUSINESS

Unless otherwise specified in the notice of meeting, the usual order of business for meetings of Faculty Council shall be:

    Call to Order
    Remarks from the Chair
    Communications and Inquiries
    Notice of New Business
    Minutes of Previous Meeting
    Business Arising from the Minutes
    Reports of the Dean and Associate Deans
    Reports of Standing Committees
    New Business (for which notice has been given)
    Adjournment

5. NEW BUSINESS

5.1 A member may bring a matter before Council by asking the Executive and Planning Committee through the Secretary to add the matter as new business to the agenda for the following Faculty Council meeting. If such notice has not been given, the Chair shall entertain a request to include new business subject to majority consent of members present without discussion.

6. CONDUCT OF MEETINGS

6.1 Members wishing to speak must first be recognized by the Chair, and all remarks shall be addressed to the Chair.

6.2 Members may speak only once to a question, and for no more than five minutes. A member who wishes to speak more than once or for more than five minutes may do so with permission of the Chair.

6.3 When a question is under debate, no motion shall be received by the Chair except for one of the following purposes:

   a) To adjourn Council
   b) To adjourn the debate
   c) To put the question
   d) To refer the matter to an appropriate committee
   e) To amend

   6.3.1 A motion to adjourn Council or the debate is always in order. No member may speak to such a motion for more than three minutes. A motion to refer to an appropriate committee, unless it is defeated, precludes amendments to the main question. The Chair may request that a motion be put in writing before being debated or put and may call a brief recess for it to be prepared.

7. VOTING

7.1 Voting in Council meetings shall be limited to those members of the Council who are present at the time a vote is taken.

   7.1.1 For voting purposes under normal circumstances, members must be physically present at Council meetings. When Council meetings are held electronically under emergency provisions, members must be connected to the session at the time of meeting proceedings by means defined by the Chair of Council, with particulars of said meeting being provided by the Secretary.

7.2 Except as otherwise provided in these rules and procedures (e.g., section 11) or in the Council's general parliamentary authority (section 8), a motion shall be decided by a majority vote of the members present and voting.

7.3 The Vice-Chair may vote on any motion.

7.4 In the event of a tie, the motion is defeated. The Chair may vote to break a tie.

7.5 The usual method of voting shall be by show of hands. However, a count of the vote may be recorded at the request of the Chair or any member.

8. GENERAL PARLIAMENTARY AUTHORITY

Unless otherwise specified, Council will follow the latest edition of Bourinot's Rules of Order for parliamentary procedures.

9. RULES GOVERNING COMMITTEES

9.1 Unless otherwise specified, quorum for committees shall be three voting members.

9.2 Unless otherwise specified, all committee members may vote.

9.3 The usual term of service on a committee shall be two years.

9.4 Committees may establish and appoint such subcommittees as they deem necessary to carry out their duties.

10. STANDING COMMITTEES

10.1 The standing committees of Faculty Council are as follows:

a) Executive and Planning Committee
b) Undergraduate Pedagogy, Academic Standards, and Awards Committee
c) Graduate Pedagogy, Academic Standards, and Awards Committee
d) Tenure and Promotions Committee
e) Equity Committee
f) Communications Committee
g) Research Committee

10.2 *Executive and Planning Committee*

    10.2.1 Terms of Reference: The Executive and Planning Committee shall be responsible for:
        a) Establishing term-of-Council priorities
        b) Directing the flow of Council business
        c) Reviewing and approving the agenda of Faculty Council
        d) Maintaining oversight of the work of Council committees
        e) Overseeing the nomination and election of Council committee membership
        f) Resolution of urgent business left pending due to lack of quorum by Council or one of its committees (as per section 3.1.1)
        g) Such other powers and duties as may from time to time be determined by the Council including the conduct of the business of the Council during the Summer term between meetings of the Council as Summer Authority.
        h) Conducting searches for subcommittees to make recommendations of appointment for all full-time academic hiring. Committee membership may supplement its membership with such additional or alternative members as it deems necessary to include for each search, and shall include an Affirmative Action & Equity representative, and ensure appropriate expertise.

    10.2.2 Membership: The members of the Executive and Planning Committee shall be as follows:

        a) Faculty Council Chair and Vice-Chair
        b) The Dean and Associate Deans
        c) The Graduate and Undergraduate Program Directors
        d) One representative from the Equity Committee
        e) One faculty member-at-large
        f) One PhD graduate student, one Master's student and one undergraduate student
        g) The Director of the Office of Student and Academic Services
        h) Secretary (staff, non-voting)

10.3 *Undergraduate Pedagogy, Academic Standards, and Awards Committee*

    10.3.1 Terms of Reference: Working in close consultation with undergraduate academic programs, the Undergraduate Pedagogy, Academic Standards, and Awards Committee shall be responsible for reporting and making recommendations to Council on all matters relating to undergraduate curriculum and academic policy and planning. The committee shall ensure that Senate-mandated academic policies and procedures are adhered to. Its functions shall include:

a) Review of all proposals to create or modify undergraduate courses or programs, or to close existing programs
b) Oversight of academic honesty, petitions, and appeals procedures at the undergraduate level
c) Review procedures for undergraduate recruitment
d) Allocation of undergraduate-level student awards

10.3.2 Membership: The members of the Undergraduate Pedagogy, Academic Standards, and Awards Committee are as follows:

a) Associate Dean Teaching and Learning (*ex officio*, non-voting)
b) Undergraduate Program Director (Chair, non-voting)
c) Undergraduate Degree Program Coordinators
d) Two faculty members-at-large
e) One student representative from each undergraduate program
f) One PhD student representative
g) One representative from the Equity Committee
h) One representative from the Communications Committee
i) Two staff members
j) Administrative Assistant (staff, non-voting)
k) Secretary (staff, non-voting)

10.4 *Graduate Pedagogy, Academic Standards, and Awards Committee*

10.4.1 Terms of Reference: Working in close consultation with graduate academic programs, the Graduate Pedagogy, Academic Standards, and Awards Committee shall be responsible for reporting and making recommendations to Council on all matters relating to graduate curriculum and academic policy and planning. The committee shall ensure that Senate-mandated academic policies and procedures are adhered to in all areas pertaining to graduate curriculum and programming. Its functions shall include:

a) Review of all proposals to create or modify graduate courses or programs, or to close existing programs.
b) Oversight of academic honesty, petitions, and appeals procedures at the graduate level
c) Review procedures for graduate recruitment and admissions
d) Allocation of graduate-level student awards

10.4.2 Membership: The members of the Graduate Pedagogy, Academic Standards, and Awards Committee are as follows:

a) Two full-time faculty members (one Geography appointment and one Environmental Studies appointment)
b) Graduate Program Directors (Co-chairs; non-voting)

c) Associate Dean Research, Graduate Programs, and Global Affairs (*ex officio*, non-voting)
d) Graduate Degree Program Coordinators
e) One representative of the Equity Committee
f) One staff member
g) Four graduate student representatives (two each from Geography and Environmental Studies degree programs)
h) Administrative Assistant (staff, non-voting)
i) Secretary (staff, non-voting)

10.5 *Tenure and Promotions Committee*

10.5.1 Terms of Reference: The Tenure and Promotions Committee is the primary adjudicating committee for all applications for tenure or promotion within the Faculty. As such, it makes the principal substantive assessment and recommendation on candidates' tenure and/or promotion. It is also responsible for formulating and periodically reviewing unit-level tenure and promotion standards. When exercising the function of a tenure and promotion adjudicating committee, quorum shall be a minimum of six full-time faculty members, a majority of whom shall have tenure.

10.5.2 Membership: The members of the Tenure and Promotions Committee are as follows:

a) Six full-time faculty members, the majority of whom shall have tenure
b) One undergraduate and one graduate student representative
c) Secretary (staff, non-voting)

10.6 *Equity Committee*

10.6.1 Terms of Reference: The responsibilities of the Equity Committee are as follows:

a) Identify and raise equity issues to ensure that all members of the Faculty fulfill their commitment to equity
b) Provide advice to Council and committees and faculty members on equity dimensions of their work, including developing proposals to enhance equity in the Faculty for Council approval, as appropriate
c) Provide advice to Council and committees on equity dimensions of their work
d) Each Equity Committee member (faculty, staff, and/or student) shall normally sit on one other Council committee, so that each committee shall have one representative from the Equity Committee.

10.6.2 Membership: The members of the Equity Committee are as follows:

a) Three full-time faculty members, one of whom shall serve as co-Chair
b) Three staff members, one of whom shall serve as co-Chair
c) One YUFA steward (*ex officio*, non-voting)
d) One YUSA steward (*ex officio*, non-voting)
e) Three students (one undergraduate, one Masters-level, and one Doctoral-level)
f) Secretary (staff, non-voting)

10.7 *Communications Committee*

10.7.1 Terms of Reference: The responsibilities of the Communications Committee are as follows:

a) Oversight of the flow of information and communications and outreach across all platforms within the Faculty and to external communities and individuals.

10.7.2 Membership: The members of the Communications Committee are as follows:

a) Associate Dean Teaching and Learning (*ex officio*, non-voting)
b) Associate Dean Research, Graduate Studies, and Global Affairs (*ex officio*, non-voting)
c) Two full-time faculty members, one of whom shall serve as Chair
d) Undergraduate Program Director
e) Graduate Program Directors
f) One representative from the Equity Committee
g) Four staff members
h) One undergraduate student and one graduate student
i) Secretary (staff, non-voting)

10.8 *Research Committee*

10.8.1 Terms of Reference: The Research Committee is responsible for enhancing, promoting, and supporting research in the Faculty of Environmental and Urban Change. It is responsible for making recommendations to Council in all areas pertaining to research and research policy as follows:

a) Recommend research-related policy matters to Faculty Council and the Dean's office
b) Engage in continual short- and long-term planning around strategies, goals, publications, and other approaches that strengthen a dynamic and

collaborative research culture, including external relations and global affairs

c) Adjudicate faculty research grants
d) Review Risk Assessment and Human Participants Research applications for activities associated with unfunded research and research involving minimal risk
e) Provide advice to the Dean on faculty research-related awards, particularly prestigious awards

10.8.2 Membership: The members of the Research Committee are as follows:

a) Associate Dean Research, Graduate Studies, and Global Affairs (*ex officio*, non-voting)
b) EUC Representative on Senate Academic, Policy, Planning and Research Committee
c) Three full-time faculty members
d) Three students (one undergraduate, two graduate)
e) Research Officer
f) Secretary (staff, non-voting)

11. AMENDMENT OF THE RULES AND PROCEDURES

These rules and procedures may be amended in a duly called and constituted Faculty Council meeting by a two-thirds vote of those present, provided that the written motion to amend has been distributed with the meeting call.

Senate Executive Committee
**Priorities 2020-2021**

DRAFT; FOR CONFIRMATION

Item	Commentary	Process	Status
1. **Monitoring the Disruption**	With the COVID-19 pandemic continuing, the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* continues to be in effect. Consequently, Executive will continue to discharge its mandate of monitoring the impact of the pandemic on academic activities at the University.	The Provost to provide regular reports to the Executive Committee on the impact to academic activities. Executive will work in collaboration with the Provost on decisions to manage the impact identify and bring to Senate as appropriate needed adjustments to academic regulations, deadlines and schedules.	**Ongoing**
2. **Senate Membership Review**	The Rules of Senate require the committee to review changes in structures, faculty complements and student enrolments every two years and recommend to Senate that seats be reallocated as necessary. The last membership review was done in 2018-2019. An item for decision will also be the determination of the academic leader	Input to be sought on needed changes with the establishment of the Markham Campus.	**Timing to be confirmed.** November
3. **Process for Renewal of Presidential Term**	As the President is entering the fourth year of the five-year appointment, a decision will be taken by the Board of Governors in the 2020-2021 academic year on an extension of the President's term.	The procedures governing the process for the renewal of a Presidential term include consultation with Senate, which is facilitated by Senate Executive. The Executive Committee also meets with the Executive Committee of the Board of Governors once the Senate consultation is completed.	**Fall 2020** Senate consultation process to commence in October; Joint meeting of the Executive committees in late November.

	Item	Commentary	Process	Status
4.	**Review of Principles Governing a Presidential Search**	Executive committed to follow through on a commitment to have a Senate discussion of the *Principles to Govern Presidential Search Committees.* Last year it delayed the item of business.	Senate Executive to prepare the framing of the discussion.	**Carried forward from 2019-2020.** Following Executive's determination that a review of the *Principles Governing a Presidential Search* was warranted, a consultation took place between the Chairs of Senate and Board on conducting a review and possible processes. It was agreed there is value in the review; however, given other initiatives in progress and the onset of the pandemic, the item was deferred, with the intention to return to it in the future.
5.	**Chancellor Search**	Deferred from last spring due to the pandemic, the search for the next Chancellor of the University is planned to commence this year to induct them by June 2021.	The *York Act* provides for the appointment of the Chancellor "by the Board, after consultation with the Senate". Three members of Senate Executive will be chosen to participate on the search committee, in addition to the Chair of Senate.	**Winter 2021**
6.	**Appointment of a Vice-Chair Senate**	With the term of the Chair of Senate concluding 30 June 2021, and the Vice-Chair moving into the role as of 1 July 2021, a new Vice-Chair needs to be appointed by	The Nominations Sub-committee will develop a slate of candidates for election to the position by Senate.	**Winter 2021** Senate approved in November Mario Roy as the next Vice-Chair / Chair-Elect.

Item	Commentary	Process	Status
	Senate for the term of 1 July 2021 – 31 December 2021.		

York Senator Survey 2019-2020

Q1 If you have attended all or most Senate meetings this year (minimum 6):What factor most influenced your attendance?

Answered: 57   Skipped: 1
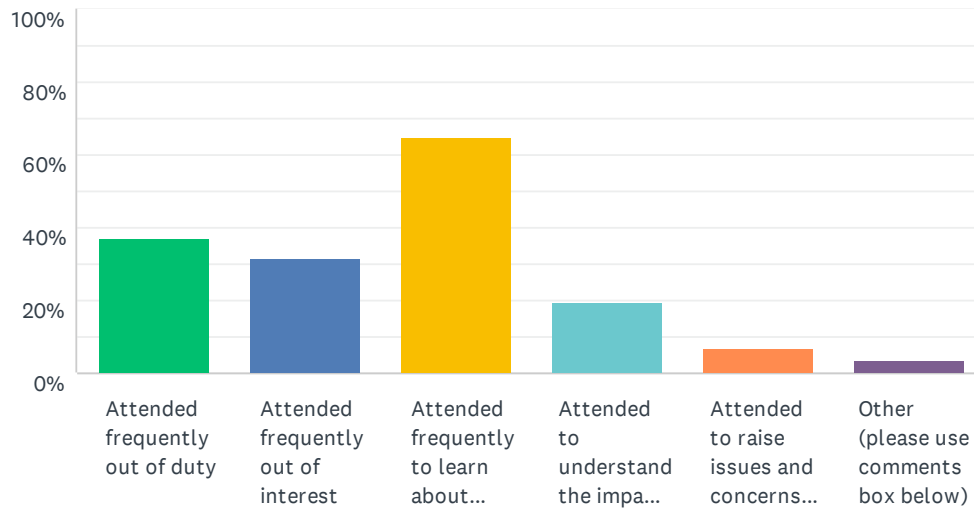
ANSWER CHOICES	RESPONSES	
Attended frequently out of duty	36.84%	21
Attended frequently out of interest	31.58%	18
Attended frequently to learn about University developments and directions	64.91%	37
Attended to understand the impact of Senate decisions	19.30%	11
Attended to raise issues and concerns at Senate	7.02%	4
Other (please use comments box below)	3.51%	2
Total Respondents: 57		

#	OTHER (PLEASE SPECIFY)	DATE
1	And remote zoom attendance made it very doable.	6/25/2020 5:17 PM
2	Important collegial opportunity to share information and get input and approvals on issues of strategic importance to the University.	6/25/2020 3:31 PM
3	I attended for all of the reasons above.	6/18/2020 1:08 PM
4	Attend to relay relevant information to my Faculty	6/18/2020 11:47 AM

Q2 If you attended 5 or fewer meetings of Senate this year:What factor most influenced your attendance?

Answered: 12   Skipped: 46
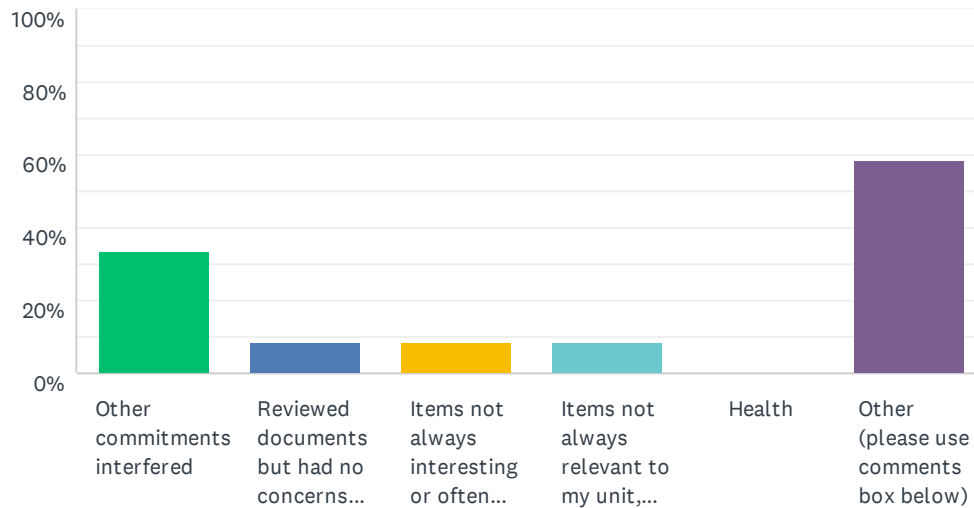
ANSWER CHOICES	RESPONSES	
Other commitments interfered	33.33%	4
Reviewed documents but had no concerns about items	8.33%	1
Items not always interesting or often too routine	8.33%	1
Items not always relevant to my unit, Faculty or group	8.33%	1
Health	0.00%	0
Other (please use comments box below)	58.33%	7
Total Respondents: 12		

York Senator Survey 2019-2020

#	COMMENTS / OTHER FACTORS	DATE
1	The design of the survey is problematic - making reasons for attendance and number of times one's attended mutually exclusive. You're going to get unreliable data.	6/26/2020 10:13 AM
2	N/A	6/25/2020 5:17 PM
3	Joined the University close to the end of the academic year.	6/25/2020 4:54 PM
4	n/a (I attended more than 6 meetings of Senate)	6/25/2020 4:23 PM
5	NA	6/25/2020 4:03 PM
6	Other board conflicts	6/25/2020 3:13 PM
7	The governing bodies at York have started to feel like a farce. The purpose of the Senate lately seems to be just to hear what the President or the BOG have decided and we don't have any power to do anything about any important decisions.	6/20/2020 10:54 AM
8	N/A	6/19/2020 3:35 PM
9	Teaching conflict	6/18/2020 5:46 PM
10	Living four hours from campus meant that sometimes, if I had been in Toronto since Monday, I wanted to leave Toronto by Thursday evening. I would most often attend, but leave early; sometimes I simply left early for the train (which no longer runs late in the evening as it used to).	6/18/2020 11:54 AM

Q3 How would you describe your role or roles as a Senator in the context of collegial governance?

**Answered: 42 Skipped: 16**

#	RESPONSES	DATE
1	I understand my role as a Senator to be a commitment and responsibility. Collegial governance is all of our responsibilities.	6/27/2020 1:45 AM
2	It's an essential part of a well-functioning system of collegial governance. As a program Chair, it was very important to hear what was going on in other parts of the university, to learn about the decisions being made at higher levels, and to be part of ongoing discussions about policies and practices across the university that will have direct impact on my colleagues, our students, and the larger community. Although I was not particularly outspoken, I learned a lot from the contributions, insights, and questions of other Senators.	6/26/2020 1:08 PM
3	I am able to share a perspective of the university's operations which reflect the administrative part of the university, and staff.	6/26/2020 12:55 PM
4	Relaying information to and from Senate and my Unit. As a voting member, acting as a safeguard against (possibly) bad decisions.	6/26/2020 11:17 AM
5	The University is and should be run by its members. As a Senator, I am there to represent the interests of members and to ensure the University is meeting its public and social mission. Collegial governance - if it is allowed to function as it should - provides an important way for Senators to play this role, as opposed to concentrating power and decision-making in the hands of the few. I'm not convinced collegial governance always functions as it should within the University, but it is an important ideal to keep striving for.	6/26/2020 10:13 AM
6	I'm there as a department Chair, also as a Snetae committee Chair.	6/26/2020 6:46 AM
7	I believe my role is crucial to collegial governance.! Unfortunately I am experiencing a corrosion of collegial governance all around us within the university. Also faculty/senators and administrators do not fully understand their collegial responsibilities or what collegial governance means. This is extremely frustrating. We all need a primer! In my Faculty it is treated like a joke by leaders and managers-something that is "cumbersome," "a barrier", "red tape." It is depressing.	6/25/2020 5:17 PM
8	Administration	6/25/2020 5:15 PM
9	To ensure that the academic and research mission of the University is successfully accomplished.	6/25/2020 4:54 PM
10	As a GPD and a member of the Department Executive, I saw my role as one of 'passing on' what is happening at the university governance level.	6/25/2020 4:23 PM
11	I serve in Senate as a representative of my faculty, my unit, and as a responsible faculty member interested in participating in university decision-making. I recognize the crucial importance of faculty input in collegial governance and in overall institutional decisions and processes.	6/25/2020 4:14 PM
12	As Chair of department I reported back to colleagues and contributed in areas that affected my department.	6/25/2020 4:03 PM
13	Department Chair	6/25/2020 3:54 PM
14	I have been attending Senate as one of my faculty's department chairs. Our governance document require that at least one faculty Senator be in the chair role.	6/25/2020 3:39 PM
15	As I said above, Senate is an important collegial opportunity to share information and get input and approvals on issues of strategic importance to the University. My role is to support collegial governance in ensuring that matters subject to the collegial governance of Senate are brought forward to that body.	6/25/2020 3:31 PM
16	Administration.	6/25/2020 3:30 PM
17	I think that a Senator has a responsibility to keep abreast of university developments/business and to voice concerns that help ensure collegial governance is valued and respected.	6/25/2020 3:28 PM
18	To raise awareness on how decisions will impact students. Allow the student perspective to be voiced as I feel it is often forgotten.	6/25/2020 3:27 PM
19	provide input into decision-making	6/25/2020 3:26 PM

20	As an assistant professor, I see my time on senate to be largely about better understanding the structures and processes of collegial governance, as well as a chance to keep abreast of the internal concerns, and contributing by connecting my departmental colleagues and the senate discussions.	6/25/2020 3:24 PM
21	I was the chair of a committee	6/25/2020 3:19 PM
22	Active listener to understand Senators points of vies	6/25/2020 3:13 PM
23	Rubber-stamping decisions made by committees	6/24/2020 4:42 PM
24	To listen to issues raised by colleagues and to look out for the interests of the university.	6/21/2020 4:25 PM
25	To help make York University a stronger academic institution, and to help evolve York U to become more open and diverse and inclusive. To help create/pass policies that would meet the needs of our students.	6/19/2020 3:48 PM
26	To bring a board collegial perspective to the discussion of issues	6/19/2020 3:35 PM
27	I would throw that back: How does the administration view its role at Senate? Where is their transparency to provide substantive information rather than deflection?	6/18/2020 7:29 PM
28	A participating and engaged member of the community.	6/18/2020 5:46 PM
29	bridge between the senate and home faculty, participate committee work	6/18/2020 5:13 PM
30	Enhancing and enabling the university's academic mission.	6/18/2020 2:20 PM
31	To provide collegial input into the running of the university to ensure academic integrity, student focus and issues related to the values and proprieties of the university are upheld.	6/18/2020 1:20 PM
32	On a scale of 1-10 I would rank Senate a 6 with respect to whether collegial governance is genuinely accessible, practiced, or realized. In many respects, and apart from the voices that are regularly heard, I find that the majority of colleagues are not terribly engaged and do not meaningfully contribute to discussion and debate that is necessary to bring about collegial governance that invests everyone in the decisions of Senate. I appreciate those who do participate, and I am disappointed that so many colleagues are silent. Some of this has to do with length of agendas and the Chair moving on before certain debates are complete, but some also has to do with the silence of our colleagues.	6/18/2020 1:08 PM
33	I feel that there needs to be a major overhaul of how things are done. Most of the conversations concern matters that are not academic and are led by the same few people. These long drawn out "complaint sessions" prevent Senate from actually playing a role in academic matters as most Senators are just eager to get out of the room and therefore just vote to pass everything regardless. The important matters need to be discussed first and then the "complaint sessions" can occur if absolutely necessary.	6/18/2020 12:33 PM
34	I consider collegial governance of extreme importance.	6/18/2020 12:14 PM
35	Speaking as a citizen of York, bringing in the process a know-how of the "local culture" of my Home Faculty.	6/18/2020 12:13 PM
36	As a Senator, without thinking about other roles I have played connected to Senate, I would say there are two primary elements to the role: information flow from the broader University governance to my local community (primarily Faculty) and from the Faculty to that broader governance structure (that is representing the Faculty and communicating to them); the second is as a 'parliamentarian', scrutinising the plans of those responsible for governance.	6/18/2020 12:01 PM
37	vigilance	6/18/2020 11:57 AM
38	Having the responsibility (and the right) to raise important issues as they come up.	6/18/2020 11:54 AM
39	Informing my own constituency on relevant Senate matters which impact them.	6/18/2020 11:53 AM
40	As a Glendon Senator, I represent my Faculty. I'm there to listen and report on relevant information, and raise issues specific to our Faculty when needed	6/18/2020 11:47 AM
41	To provide representation of my colleagues' interests and to serve as a witness to (and thus safeguard of) and participant in collegial governance.	6/18/2020 11:47 AM
42	Representing my unit at Senate, and reporting back to my unit about what happens there.	6/18/2020 11:42 AM

Q4 Which of the following best describes your participation at Senate?

Answered: 58   Skipped: 0
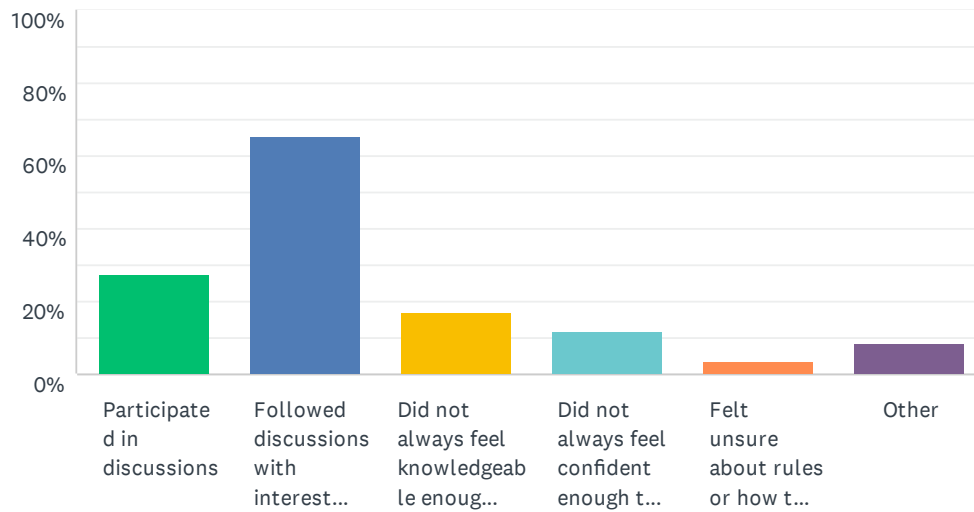
ANSWER CHOICES	RESPONSES	
Participated in discussions	27.59%	16
Followed discussions with interest but did not feel my contributions were necessary	65.52%	38
Did not always feel knowledgeable enough about items	17.24%	10
Did not always feel confident enough to contribute	12.07%	7
Felt unsure about rules or how to get on a speakers' list	3.45%	2
Other	8.62%	5
Total Respondents: 58		

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#	COMMENTS / WHAT COULD BE DONE TO FACILITATE YOUR PARTICIPATION?	DATE
1	I do participate when my voice made sense.	6/27/2020 1:45 AM
2	I think that would come with experience, more than anything. I was not reluctant to speak up, but it was my first year on Senate, and there's a learning curve to understanding the procedures and the issues. I get a lot out of listening, and with a three-year term I expect I would begin to participate more over time. Yes, it's partly about gaining confidence, but it's also about feeling directly invested in the issues that are being discussed--seeing how they directly affect my program or my students.	6/26/2020 1:08 PM
3	I feel I participate when I have something to add -- I am not limited by comfort in participating.	6/26/2020 12:55 PM
4	I found at in-person Senate meetings the same people talked and talked. Often AT one another. Remotely it was interesting to see new faces and voices speaking. For some reason the zoom mechanism facilitated participation. As an aside university governance is my area of expertise so I know a lot about rules and issues but I have never spoken at Senate (although years ago I was asked to present at Senate). I don't speak because I don't like the large forum. And I don't want to rant. And sometimes other Senators say what needs to be said. And sometimes there are thoughtful contributions. At other times people seem to like the sound of their own voices. So I stay silent.	6/25/2020 5:17 PM
5	As a member of the old/white/male demographic, I wanted to remain quiet, as much as possible, to create room for others. Especially as there are members of the same demographic who have seemingly not 'got the memo', and continue to monopolize question time . . . seemingly in love with their own voice/self-importance.	6/25/2020 4:23 PM
6	I have wanted to participate in regard to certain matters but, on the one hand, there is a bit too much participation on the part of some specific senators, which makes it feel at times that there is no time for additional contributions. Whether or not I participate in the future, I would like for there to be more space and encouragement for a variety of voices to participate in the discussions.	6/25/2020 4:14 PM
7	limit comments from senators to 1 minute. there are a few senators who always speak and monopolize the discussion time	6/25/2020 3:54 PM
8	Frankly, the vocal dominance of the senior white male senators has negatively affected my engagement with Senate. Although I have attended frequently, I have never felt comfortable speaking up because the men were always there, alway talking, always taking up so much time. I was heartened by the opening remarks today that reminded folks to give space to others. I would hope that this reminder can become part of standard operating procedures.	6/25/2020 3:39 PM
9	Quite honestly - more time in my schedule to be better prepared to make sure I can comment knowledgeably on issues. I often want to participate but do not always feel well prepared.	6/25/2020 3:28 PM
10	As discussion is led by the 'same few' it leaves less time for others to contribute. Now we're online you should consider engaging Senators in other ways.	6/25/2020 3:27 PM
11	I speak when I feel it might add something to the dialogue, but don't feel compelled to speak often.	6/18/2020 2:20 PM
12	Senate is not a welcoming place for points of view that dissent from the vocal minority.	6/18/2020 12:33 PM
13	When informed I participated; sometimes the excessive demands of being chair of my department intervened in my being able to read the agenda carefully so at times I was less informed than I wanted to--on those days I listened but stayed silent.	6/18/2020 11:54 AM
14	As an administrator, I responded and commented where appropriate.	6/18/2020 11:44 AM

Q5 Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?

Answered: 57   Skipped: 1
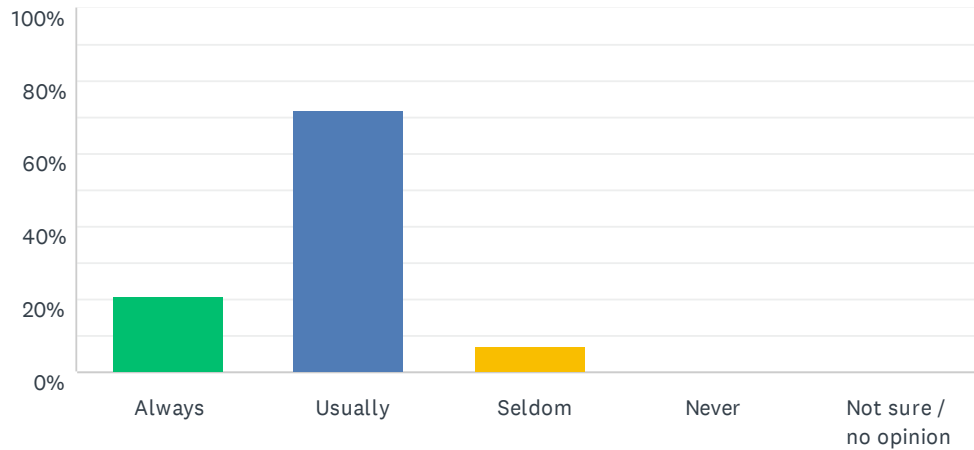
ANSWER CHOICES	RESPONSES	
Always	21.05%	12
Usually	71.93%	41
Seldom	7.02%	4
Never	0.00%	0
Not sure / no opinion	0.00%	0
TOTAL		57

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#	COMMENTS / DO YOU HAVE SUGGESTIONS ABOUT THE CONTENTS OR FORMAT OF DOCUMENTS?	DATE
1	There are times where the documents provided given the appearance that governance and decision-making has already taken place and they are just asking for Senate to rubber stamp what has already been decided. There is a need to distinguish between the quality of governance and decision-making itself, from the documents about this.	6/26/2020 10:13 AM
2	Senate documents are massive, for good reason, and one can't expect most senators to have read through the appendices. Given this, I'm not sure that Senate committees, including my own, excel at providing senators with effective summaries of legislation, allowing them to understand the character of changes and their potential impact.	6/26/2020 6:46 AM
3	The devil is in the detail and often details in reports and documents and their import are not fully explained.So it becomes a rubbing stamping session.	6/25/2020 5:17 PM
4	I am relatively new to York and so sometimes I have not always understood the history/context of committees that are presenting. It might be good to have a Senate orientation for new members to all the committees and their relationships to Senate at the University as a whole.	6/25/2020 3:28 PM
5	It would be helpful to have background information regarding ongoing issues for newer members. If in the minutes, specific conversations were tagged or labelled, perhaps we could simply seek previous minutes by keyword.	6/18/2020 1:20 PM
6	You need a category between Seldom and Usually, which is the box I would tick	6/18/2020 1:08 PM
7	However these committee reports feel fairly useless to be honest as all decisions are made by sub-committees and by the time any decisions come to Senate it is just a rubber stamp (possibly due to all the discussion time being used by the "complaint sessions".	6/18/2020 12:33 PM
8	The summary contexts and justifications in the Committee reports are important. When they are well thought out and presented, they make the task of senate in governance much easier.	6/18/2020 12:01 PM
9	If you bring context to them.	6/18/2020 11:57 AM

# Q6 I feel knowledgeable about the following

Answered: 58   Skipped: 0
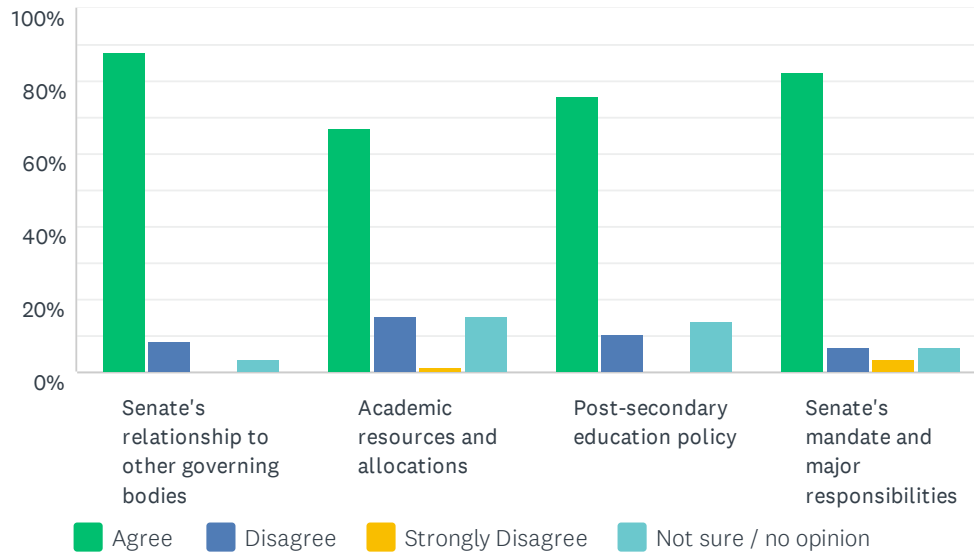
	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Senate's relationship to other governing bodies	87.93% 51	8.62% 5	0.00% 0	3.45% 2	58	1.19
Academic resources and allocations	67.24% 39	15.52% 9	1.72% 1	15.52% 9	58	1.66
Post-secondary education policy	75.86% 44	10.34% 6	0.00% 0	13.79% 8	58	1.52
Senate's mandate and major responsibilities	82.46% 47	7.02% 4	3.51% 2	7.02% 4	57	1.35

#	OTHER (PLEASE SPECIFY)	DATE
1	This is my area of scholarship.	6/25/2020 5:17 PM
2	I am not sure because I am not always convinced Senator's have access to all the information you they should have as it relates to resources.	6/18/2020 1:08 PM
3	I feel that I know what Senate's mandate and responsibilities are supposed to be, but I don't think that Senate plays a major role in governance.	6/18/2020 12:33 PM
4	Resources and allocations are not always made transparent to Senators.	6/18/2020 12:14 PM
5	The issues that arose as a result of the strike--that blurred the roles that the Senate and the Board had maintained--where the Board appeared to take some lead on academic policy that is clearly Senate's role, troubled me. It seemed a usurpation of Senate jurisdiction.	6/18/2020 11:54 AM
6	The governance question, about the relation to the Board, is still unsettled.	6/18/2020 11:42 AM

Q7 How helpful are the documents and reports (written and oral) provided to Senate been to understanding

Answered: 58   Skipped: 0
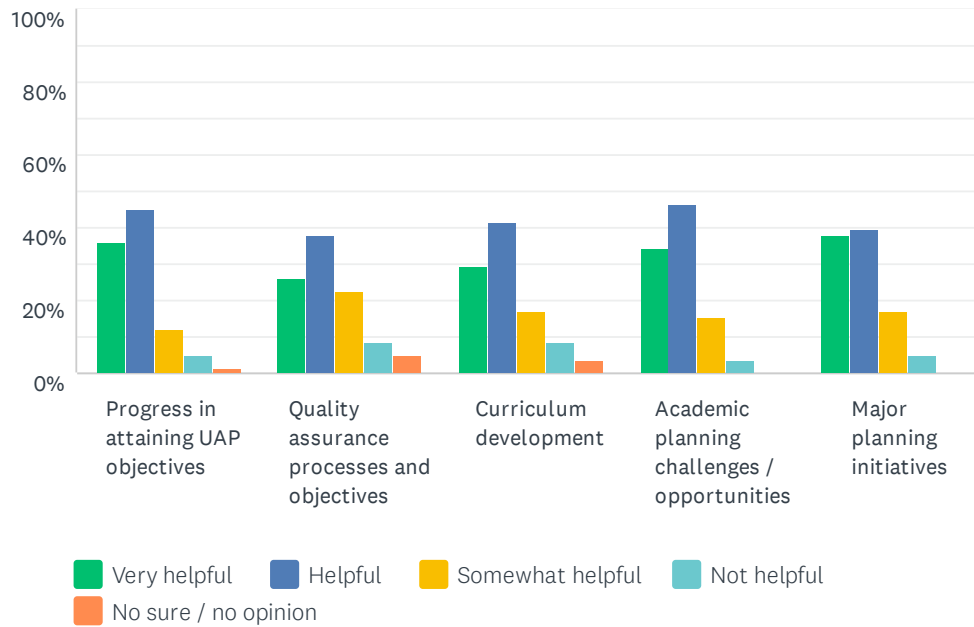
	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NO SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Progress in attaining UAP objectives	36.21% 21	44.83% 26	12.07% 7	5.17% 3	1.72% 1	58	1.91
Quality assurance processes and objectives	25.86% 15	37.93% 22	22.41% 13	8.62% 5	5.17% 3	58	2.29
Curriculum development	29.31% 17	41.38% 24	17.24% 10	8.62% 5	3.45% 2	58	2.16
Academic planning challenges / opportunities	34.48% 20	46.55% 27	15.52% 9	3.45% 2	0.00% 0	58	1.88
Major planning initiatives	37.93% 22	39.66% 23	17.24% 10	5.17% 3	0.00% 0	58	1.90

#	COMMENTS AND SUGGESTIONS.	DATE
1	Quality assurance is so shrouded in opacity, I'm not sure anything can help, but it might not be the worst idea to have one or more of those charged with its oversight to offer Senate a plain-language primer to QA at an early Fall meeting.	6/26/2020 6:46 AM
2	York needs to make sure its YUQAP policies are being followed within the Faculties, Senate and within the leadership. Curriculum development is like the wild west within some Faculties.	6/25/2020 5:17 PM
3	Quality Assurances processes and objectives are only implicit to documents. Occasional presentations and discussions on these (Consent) items is necessary in my mind. In particular such discussions ought to enable us assess whether we are in general meeting Quality Objectives.	6/18/2020 12:13 PM
4	At times when the heavy admin duties that keep escalating for chairs made perusing documents whose language always seemed extremely similar and unresponsive to suggestions (for example, the debacle when individuals asking about the language of the UAP were constantly told "we have that covered". These plans seem meaningless in that they always say the same things over and over.	6/18/2020 11:54 AM

Q8 The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

Answered: 58   Skipped: 0
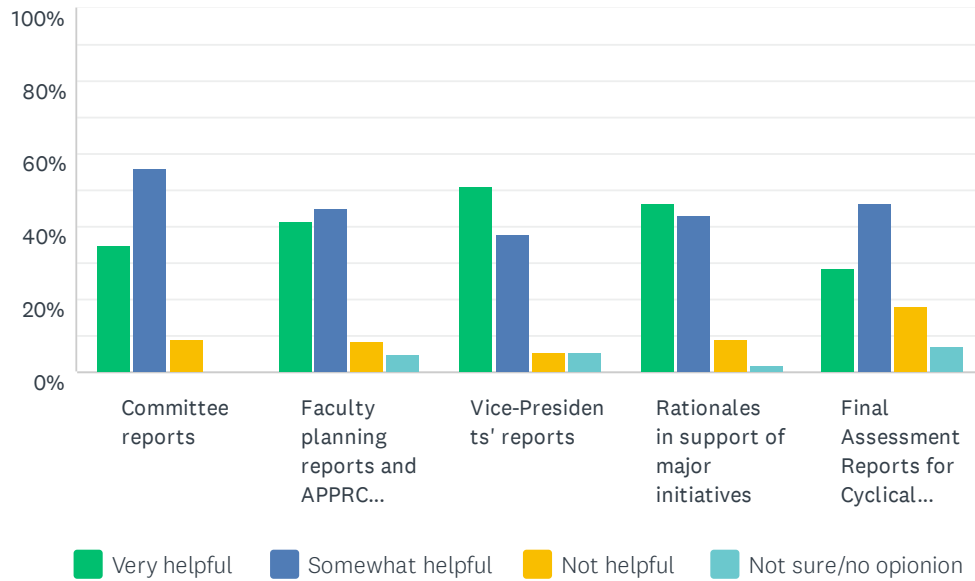
	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT SURE/NO OPIONION	TOTAL	WEIGHTED AVERAGE
Committee reports	35.09% 20	56.14% 32	8.77% 5	0.00% 0	57	1.74
Faculty planning reports and APPRC overviews	41.38% 24	44.83% 26	8.62% 5	5.17% 3	58	1.78
Vice-Presidents' reports	50.91% 28	38.18% 21	5.45% 3	5.45% 3	55	1.65
Rationales in support of major initiatives	46.43% 26	42.86% 24	8.93% 5	1.79% 1	56	1.66
Final Assessment Reports for Cyclical Program Reviews	28.57% 16	46.43% 26	17.86% 10	7.14% 4	56	2.04

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#	COMMENTS AND SUGGESTIONS	DATE
1	I don't recall CPR assessments ever being discussed on the floor of Senate, and perhaps they oughtn't to be, but the health and strength of the university--at the program level--ought to be more visible to senators. A good deal of time is spent in Senate on the financial state of the university, and that's as should be, and the "kudos" report foregrounds individual achievements (and reports on research funding concern also individual achievements), but there's a middle ground of academic quality that doesn't receive much consideration, despite the fact that programs are always in a rotation of review.	6/26/2020 6:46 AM
2	YUQAP policy is not been taken seriously in some parts of the university. So it can not advance the UAP. Final assessment reports are a concoction. In my Faculty, our Faculty Council did not receive our recent FAR even after we repeatedly asked for it. We were repeatedly directed to the Executive Summary instead. I don't know if this was deliberate or because our admin didn't know the difference between the two reports. Our Faculty Council was not consulted either in the preparation or "program response" of our FAR which was done by admin over summer authority. A year after Senate accepted our FAR we are now seeing it for the first time and we are being retroactively consulted about the cyclical reviewers report and our program response. We don't even know if our response will be folded into the FAR. It is a joke. How could this happen? what Senate processes are place to ensure that Faculty Councils are properly consulted and see the Final Assessment Report? Also in terms of Committee Reports/ Faculty planning/AAPRC, they tend to be reactive /just in time planning that pay lip service to the UAP, if at all. Yes they use the language of the UAP but the committees themselves are run off their feet so they don't have the time to think thoughtfully and strategically and carefully about the UAP as it pertains to the issues before them.	6/25/2020 5:17 PM
3	i appreciate being able to meet via zoom. even if we are back on campus it would be great if this format could in some way	6/25/2020 3:54 PM
4	The rating re: final assessment reports for cyclical program reviews reflects the experience over several years, not the most recent period per se - errors have been included in past reports that the committee refused to correct even when academic units provided evidence of those errors	6/25/2020 3:26 PM
5	Where is the promised -- openly stated -- review of the SHARP budget model for AMPD's funding? I have repeatedly pressed the administration for the details, and still, there is no response. I have repeatedly pressed Dean Bay-Cheung and she states that there has been no movement. Where is this "transparency" that SHARP is supposed to provide? Either you want arts, design and performance programs, or you don't. The arts cannot be funded using the same metrics as science or the liberal arts. They cannot be taught in the same manner.	6/18/2020 7:29 PM
6	See item 7.	6/18/2020 12:13 PM
7	The UAP is very high level planning document, particularly the way in which we have traditionally written it. That may change with the new UAP. There is nothing wrong with that, but it means that it is not strategic in a sense that would allow for meaningful monitoring of progress towards its goals, as its goals are not articulated in terms of benchmarks and end states. This means there is a necessary disconnect between the UAP and the expectations of monitoring progress. I do not think a more directive UAP would be useful to York, and so I would recommend rethinking how to talk about 'monitoring' and 'progress'.	6/18/2020 12:01 PM
8	This question is terribly worded and is confusing.	6/18/2020 11:47 AM

Q9 What items of business -- continuing or new -- should be addressed by Senate? Answered: 25 Skipped: 33

#	ITEM	DATE
1	return to in-person teaching	6/26/2020 11:49 AM
2	How will York U position itself in a 'post-COVID' world?	6/26/2020 11:17 AM
3	University Loan/Debt financing for major initiatives	6/26/2020 10:13 AM
4	YUQAP enactment/implementation in Faculties and university	6/25/2020 5:17 PM
5	Social justice and community engagement initiatives, building on a public university for a more fair and equitable future	6/25/2020 4:14 PM
6	anti-Black racism and systemic white supremacy	6/25/2020 3:39 PM
7	Opportunities for advancing the UAP	6/25/2020 3:31 PM
8	Anti Black and anti Indigenous Racism	6/25/2020 3:28 PM
9	Everything that's already done I guess.	6/25/2020 3:27 PM
10	Environmental Concerns	6/25/2020 3:24 PM
11	markham	6/21/2020 4:25 PM
12	Markham campus	6/20/2020 10:54 AM
13	Transparency in some decision-making that takes place at York University	6/19/2020 3:48 PM
14	academic planning	6/19/2020 3:35 PM
15	true financial accountability of the Markham campus	6/18/2020 7:29 PM
16	COVID	6/18/2020 1:20 PM
17	Academic Resources	6/18/2020 1:08 PM
18	Freedom of speech regardless of opinion	6/18/2020 12:33 PM
19	Institutional priorities: Markham	6/18/2020 12:14 PM
20	Quality	6/18/2020 12:13 PM
21	Effects of large scale move to remote teaching.	6/18/2020 12:01 PM
22	combatting anti-Black racism	6/18/2020 11:57 AM
23	Labour Disruption Preparations	6/18/2020 11:53 AM
24	Covid-19	6/18/2020 11:47 AM
25	Teaching practices during the pandemic, especially setting restrictions around certain online practices, such as timed activities	6/18/2020 11:47 AM

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#	ITEM	DATE
1	inequities in teaching loads	6/26/2020 11:49 AM
2	Indigenization and progress on TRC calls to action	6/26/2020 10:13 AM
3	education on policies around curriciulum development	6/25/2020 5:17 PM
4	Changes within faculties mandate and mission; matters of governance matters that need and could be improved	6/25/2020 4:14 PM
5	decolonization and greater efforts to Indigenize the campus	6/25/2020 3:39 PM
6	Progress reports on advancing the priorities of the UAP	6/25/2020 3:31 PM
7	The Cromwell Report and follow up	6/25/2020 3:28 PM
8	Social Justice and anti-black racism	6/25/2020 3:24 PM
9	covid 19 academic planning	6/21/2020 4:25 PM
10	The Cromwell Report	6/20/2020 10:54 AM
11	Restructuring the undergraduate degree requirements re: core courses, gen-eds, etc.. Time to review all undergraduate degree requirements, since most are archaic based on 60-year old thinking.	6/19/2020 3:48 PM
12	Equity issues - internal and external	6/18/2020 1:20 PM
13	SHARP, including its implications in context of COVID	6/18/2020 1:08 PM
14	Size of Senate should be dramatically reduced to ensure business can be conducted	6/18/2020 12:33 PM
15	Equity issues	6/18/2020 12:14 PM
16	York's Position in the spectrum of research intensive schools.	6/18/2020 12:13 PM
17	The Markham Campus	6/18/2020 12:01 PM
18	combatting racism; decolonizing education	6/18/2020 11:57 AM
19	Crosswalk on Pond and Nelson	6/18/2020 11:53 AM
20	Enrolment and retention	6/18/2020 11:47 AM
21	Support for faculty conducting teaching at home	6/18/2020 11:47 AM

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#	ITEM	DATE
1	over-reliance on contract teaching	6/26/2020 11:49 AM
2	Pushing back on provincial austerity measures involving education	6/26/2020 10:13 AM
3	sustainable academic planning	6/25/2020 5:17 PM
4	Space for collaboration among faculties and potential for future initiatives where faculties and units can participate	6/25/2020 4:14 PM
5	Major academic initiatives	6/25/2020 3:31 PM
6	Budget developments in COVID-19 times	6/25/2020 3:28 PM
7	COVID impact on research and teaching	6/25/2020 3:24 PM
8	clarifying governance roles	6/21/2020 4:25 PM
9	UAP. It has not been adequately discussed at Senate. The UAP needs to be revisited and discussed at freedom to ensure we are heading in the right direction.	6/19/2020 3:48 PM
10	UAP	6/18/2020 1:20 PM
11	More transparency re complement and COVID	6/18/2020 1:08 PM
12	Committee reports and Action Items need to be addressed first rather than last	6/18/2020 12:33 PM
13	Reaffirmation of academic mandate over vocational training	6/18/2020 12:14 PM
14	Matters of Indigeneity and Racism. In society and on campus.	6/18/2020 12:13 PM
15	Impact of the COVID-19 effect on faculty renewal	6/18/2020 12:01 PM
16	Everything related to online teaching	6/18/2020 11:47 AM
17	Improving support for research during the pandemic	6/18/2020 11:47 AM
#	ITEM	DATE
1	budget, SMAs, enrolments, faculty complements	6/25/2020 5:17 PM
2	Budget model review	6/25/2020 4:14 PM
3	Enrolment updates	6/25/2020 3:31 PM
4	upcoming labour negotiations	6/21/2020 4:25 PM
5	York University's role in social activism.	6/19/2020 3:48 PM
6	relevancy of PhD education outside of academe	6/18/2020 1:20 PM
7	Matters of Equity.	6/18/2020 12:13 PM
8	The lack of good governance structures in the new Faculty of Environmental & Urban Change	6/18/2020 11:47 AM
#	ITEM	DATE
1	Markham campus-should we really be doing it?	6/25/2020 5:17 PM
2	Research and graduate studies reports and discussions	6/25/2020 4:14 PM
3	Advancing EDI	6/25/2020 3:31 PM
4	ongoing UAP planning	6/21/2020 4:25 PM
5	York's actions towards equity, diversity and inclusion among its tenure-track faculty hires.	6/19/2020 3:48 PM
6	Matters of Climate Change.	6/18/2020 12:13 PM
7	Discussion of the academic mission and value of the Markham Campus Initiative	6/18/2020 11:47 AM

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#	ITEM	DATE
1	grading scheme	6/25/2020 5:17 PM
2	More attention to general higher education trends, needs in our community that we could respond to and address	6/25/2020 4:14 PM
3	Adapting to the changing times and thinking beyond the physical limits of the GTA. We need to adopt and implement a strategy that would allow York to educate students in their home countries without compromising quality or standards or hands-on skills develoment.	6/19/2020 3:48 PM
4	Matters of Free Speech.	6/18/2020 12:13 PM
5	Strengthening the collegial voice in university governance, including and especially Senate, but also unit councils (which are regularly excluded from consultation in favour of "town halls")	6/18/2020 11:47 AM

Q10 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of Senate and your experience as a Senator in the space below. Answered: 21 Skipped: 37

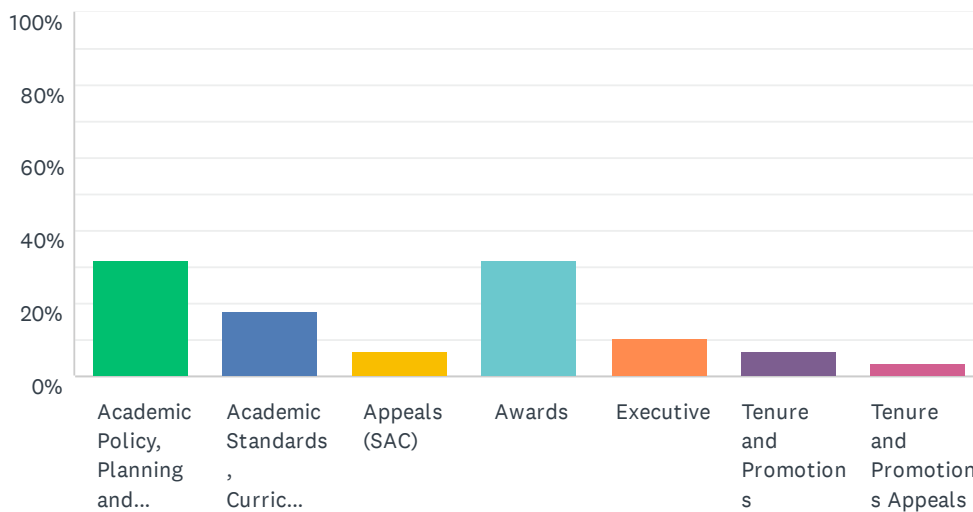| #	RESPONSES	DATE
1	It's been a good experience, and I've learned a lot. I wish I were continuing on in this role, but after just one year I am stepping down to take a much-needed sabbatical. I look forward to more opportunities to serve as a Senator in the future. Thank you.	6/26/2020 1:08 PM
2	I will elaborate on "How will York U position itself in a 'post-COVID' world?" Some of my colleagues, and myself, believe we will never fully return to the pre-COVID conditions for work and academia. Some changes brought by COVID will stay. Universities (and businesses, organizations, individuals, ...) that adapt will thrive, others will fail. We should try to anticipate those deep changes and prepare accordingly. I will *speculate* on possible permanent effects of our current crisis that would affect us. 1. some students (maybe a small but not negligible fraction) will prefer online education or favour having more online courses as part of a standard in-person program of study. 2. student will be less loyal to any one University and more willing to take a few online courses to be credited as part of a degree at their home University 3. students, teachers, and everybody, will spend a lot less time on campus and more time working or studying remotely. If true, Universities that invent new ways for people to work together and feel part of a community will probably do better. 4. with their studies severely disrupted, and replacing them with other activities (maybe work or self study) some students may discover that they do not really want a university education anyway. 5. students, and everyone, will have higher expectations about the quality of online materials - Moodle pages, recorded lectures, modular components to courses. Students will 'shop around' and have little patience for old-fashioned low-tech or poorly conceived electronic presence. 6. everyone's tolerance for dirty public spaces will remain very low for a long time.	6/26/2020 11:17 AM
3	I assume other senators will comment on the silence of the vast majority of us, and the lack of debate on many items for action. I'm not seeing a cure for these ongoing phenomena and, given the amount of business that must be transacted, swift passage of most items for action is needed to keep meetings to two hours, but I do wonder if an expansion of consent agendas, and a somewhat broader view of what Senate committees could and should report would contribute to a wider engagement and to a better sense of the colleagium's views.	6/26/2020 6:46 AM
4	I very much found my time on senate to be worthwhile, informative and quite enjoyable. All reports were well prepared and questions answered in a clear and complete manner. When answers were not immediately available they were delivered at the next meeting. The only frustration was the constant questions/challenges by certain senators who seemed at times more intent on proving their own knowledge/engagement rather than a sincere intent to improve the university or the process (see my comment in question 4).	6/25/2020 4:23 PM
5	I have learned a great deal during my time as a Senator. I appreciated seeing just how hard my colleagues work to support and sustain the life of the university.	6/25/2020 3:39 PM
6	Steps being undertaken to ensure broad engagement of all Senators should remain a priority.	6/25/2020 3:31 PM
7	I really value my attendance at Senate and would just reiterate that for new Senators some orientation to all the committees and their roles would be helpful. Also, it would be good when there are critical items that impact the university community if Senate could allocate more time to these items - sometimes people get cut off before a fulsome discussion has been had.	6/25/2020 3:28 PM
8	I think the virtual aspect despite the circumstances is very useful. Especially for people who may not be able to physically make it. Maybe integrating this as a part of regular proceedings may be worthwhile.	6/25/2020 3:27 PM
9	feedback that committees receive on draft proposals should be shared along with the proposals - not just rationale in favour	6/25/2020 3:26 PM
10	The York U Senate is a very important platform for the York U community to influence the direction of this great academic institution. So, Senate Chair should allow a small number of Senators to monopolize the meetings at every meeting. It is disrespectful to the democratic process and to every Senator. Thank you.	6/19/2020 3:48 PM
11	True transparency with regards to Markham's financial impact on Keele and Glendon's campus. There is absolutely no way that we will not suffer from financial austerity because of Markham's drain on resources. York posted a record profit last year. Why is that money being poured into Markham? Constant stonewalling with deflections in Senate only causes faculty to lose faith in the administration.	6/18/2020 7:29 PM
12	Senate seems to be dominated by a small number of voices who speak frequently and there	6/18/2020 5:14 PM

are many other members who never speak. Is this a cause for concern?

13	Senators should learn to comply with time limits when speaking on the floor. This will ensure that everyone who wants to speak has an opportunity.	6/18/2020 3:43 PM
14	More onboarding materials for new members.	6/18/2020 1:20 PM
15	The experience has been that Senators' role is limited because there are hardly any votes of importance. Most decisions are taken by university administrators, and Senate Executive closely polices which issues can be brought before Senators to discuss and vote on. It has become rather obvious that there are efforts to curtail collegial governance and decision making, and strengthen the role of the BoG and the President in governing York from the top down. In many ways, Senate has become a forum for conveying, often in boardroom PR language and colourful powerpoint presentations, decisions already made. Remote meetings strengthen this top-down aspect even further. This has been a disappointing experience, especially because many lower-level bodies of governance at York (committees, unit and faculty councils) take active participation and democratic decision making more seriously. On the plus side, it is encouraging to see that there are still so many colleagues who devote a lot of time and energy to support York in its efforts to remain an outstanding institution. This is a huge potential that few other universities have, and that should be mobilized more.	6/18/2020 12:14 PM
16	Items in 9 above are offered unsorted, but Quality is the fluid that fuels our existence by allowing us effectively to compete with the best, and should be (of) among the highest of priorities.	6/18/2020 12:13 PM
17	I am completing a six year stint as a Senator. I continue to think that the discussions are dominated by a small group of senators with a very particular view and approach to governance, that is more silencing than engaging. I think we need to find a way to make Senate discussions more open and, frankly, more collegial. We are not a 'loyal opposition', we are a collegial body deliberating on the future of our shared institution.	6/18/2020 12:01 PM
18	I think I have already done so.	6/18/2020 11:54 AM
19	Good so far, though most matters do not seem to impact Osgoode as much as other faculties. One oddity about York Senate I've found is that movers and seconders are not recorded in the Minutes of the meeting, sometimes that information is helpful when making sure Dean's of impacted faculties approve of a motion (especially when decanal letters are not publicly available)	6/18/2020 11:53 AM
20	I miss Kaneff Tower	6/18/2020 11:47 AM
21	One Senator really talks far too much. So much so that the others have stopped listening. I wish someone would give him some off-the-record advice about how to be effective.	6/18/2020 11:42 AM

Q1 Of which committee were you a member?

Answered: 28   Skipped: 0

ANSWER CHOICES	RESPONSES	
Academic Policy, Planning and Research	32.14%	9
Academic Standards, Curriculum and Pedagogy	17.86%	5
Appeals (SAC)	7.14%	2
Awards	32.14%	9
Executive	10.71%	3
Tenure and Promotions	7.14%	2
Tenure and Promotions Appeals	3.57%	1
Total Respondents: 28		

Q2 How would you describe your role or roles as a Senate committee member in the context of collegial governance? Answered: 24 Skipped: 4

#	RESPONSES	DATE
1	It has been a great experience in terms of learning the University's wide standards when in comes to T&P promotion, and how to resolve issues that arise when these standards are not followed up properly.	7/15/2020 6:43 PM
2	I chaired one of the panels adjudicating the various files.	7/14/2020 4:38 PM
3	Important	7/13/2020 11:11 AM
4	It seemed to me that my role was to provide advice and suggestions to the Vice Provost and Technical Committee on matters related to the UAP.	7/6/2020 7:40 AM
5	To provide input, including areas of concern, on important planning documents like the UAP or revisions to other important policies related to may aspects of university policy and planning. Opportunity to contribute through sub-committees also in a more granular way. I also sort of see APPRC as almost a dress-rehearsal for Senate. I've observed a real openness by the Provost and by AVPs to take the feedback APPRC gives in rethinking or shaping what comes up as input before packages etc. move on to Senate. I see my role to give considered input on behalf of the Libraries but also on behalf of faculty, as a YUFA member, and on behalf of students, in so far as my role intersects with them. I think it's about putting collegial governance to work. I also my role very much as communicating back to my unit what is happening (where not confidential) so that they are aware of important university developments and I know my Dean values that.	7/3/2020 10:56 AM
6	As an APPRC committee member, I was among a broad representative of senior administrators, advisors. My role was to review and respond to the many tasks that come to this committee. Over the last 18 months the committee supported the development of the newly approved UAP.	7/2/2020 2:54 PM
7	Facilitating discussion and moving the agenda forward.	7/2/2020 2:25 PM
8	Member	7/2/2020 12:04 PM
9	I confess to finding this an inscrutable question. ASCP has oversight on matters curricular across the university. It's role is to harmonize program-level curricular aspirations with the the intents and standards of the greater university. I'm only too aware that such oversight can be understood as interference or as being difficult, but if ASCP isn't perceived that way at least sometimes, it's not doing its job.	6/26/2020 7:15 AM
10	I am on the Honorary Degrees and Ceremonials Sub-Committee and my role is to review those who have been nominated to receive a honorary degree to ensure that they meet all of the criteria to receive the degree. We are also responsible for formulating policies related to the awarding of honorary degrees. Recently, we have also been asked to promote amongst our colleagues those persons who should be nominated to receive a honorary degree.	6/25/2020 5:32 AM
11	I was an active member and contributor to the discussions and adjudication processes of this committee.	6/23/2020 4:18 PM
12	Honorary Degrees and Ceremonials Sub-Committee member.	6/23/2020 10:23 AM
13	To help bring forth important matters that impact academic policy at York University.	6/21/2020 4:54 PM
14	I felt everyone's input was respected and valued - It was a great committee and an important demonstration of peer evaluation/collegial governance.	6/19/2020 8:27 PM
15	I sat on this committee in my role as University Colleague on the Council of Ontario Universities. The committee's primary task in 2019-2020 was to provide input and guidance in the drafting of the new University Academic Plan. I also chaired the APPRC sub-committee on Organized Research Units.	6/19/2020 6:05 PM
16	Participating constructively in discussions. Representing the views of my faculty.	6/19/2020 4:13 PM
17	Presenting the best thinking I can muster to improve York	6/19/2020 3:20 PM
18	My role as a Senate committee member was to assist in the selection of recipients of various internal faculty and student awards. I was also involved in reviewing and recommendations to change award criteria, methods of adjudication, and outreach to meet university standards in equity, diversity, and inclusion.	6/19/2020 8:04 AM

19	N/A	6/18/2020 5:25 PM
20	participating the adjudication of applicants.	6/18/2020 5:05 PM
21	This year was a steep learning curve for me, it was the first year I served on a university level committee related to curriculum.	6/18/2020 2:38 PM
22	learning about the Faculty programs and individual accomplishments across the university. The committees are essential to hearing a breadth of ideas and to including diverse voices when addressing concerns around policies and curriculum..	6/18/2020 2:23 PM
23	I appreciate the opportunity to listen to faculty, student and alumnus colleagues in the deliberations of the committee. My position as AVP representing the VPRI Office is as one member of the committee. In that regard, it is very collegial.	6/18/2020 2:20 PM
24	A member that brings to the fore both a local (Faculty) culture and "wisdom" of a global (York) citizen.	6/18/2020 12:22 PM

# Q3 I feel knowledgeable about the following

Answered: 28   Skipped: 0
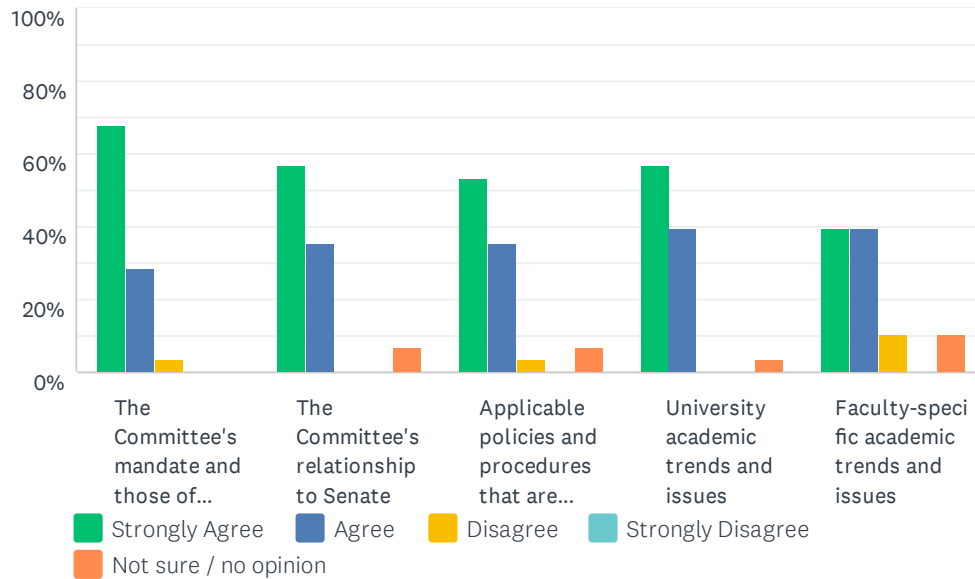
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
The Committee's mandate and those of sub-committees	67.86% 19	28.57% 8	3.57% 1	0.00% 0	0.00% 0	28	1.32
The Committee's relationship to Senate	57.14% 16	35.71% 10	0.00% 0	0.00% 0	7.14% 2	28	1.57
Applicable policies and procedures that are relevant to decision-making (including adjudications)	53.57% 15	35.71% 10	3.57% 1	0.00% 0	7.14% 2	28	1.61
University academic trends and issues	57.14% 16	39.29% 11	0.00% 0	0.00% 0	3.57% 1	28	1.50
Faculty-specific academic trends and issues	39.29% 11	39.29% 11	10.71% 3	0.00% 0	10.71% 3	28	1.82

York Senate Committee Survey 2019-2020

#	COMMENTS	DATE
1	Faculties can sometimes have very different rules or traditions. It is almost impossible to know about all of them.	7/14/2020 4:38 PM
2	APPRC is fabulous opportunity to get more of a birds eye view of how the university works and the work our senior administrators do. It also has given me a better sense of collegial governance at work.	7/3/2020 10:56 AM
3	ASCP is at its most effective when many Faculties are strongly represented. We are all disciplinarily parochial to some degree. This year's group was an excellent one, but there were occasions when it would have been helpful to have someone from Lassonde and from Glendon and from AMPD in the room	6/26/2020 7:15 AM
4	I am more confident in some areas here than others.	6/25/2020 5:32 AM
5	I guess I have been around so long, that these are all familiar to me and I do try to stay up to date on changes as Senate conducts its business. The Secretary to the committee also ensures that we are up to speed.	6/18/2020 2:20 PM

#	COMMENTS	DATE

Q4 I felt well informed and prepared to participate in advance of meetings:

Answered: 28   Skipped: 0
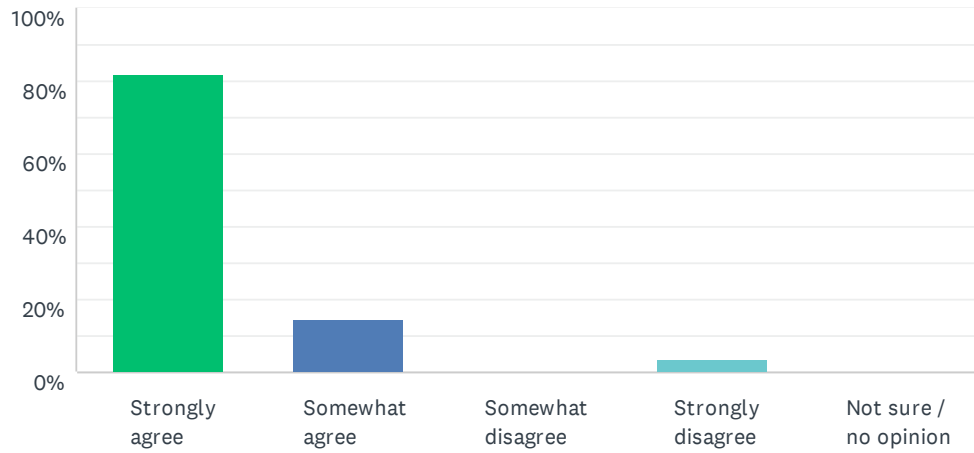
ANSWER CHOICES	RESPONSES	
Strongly agree	82.14%	23
Somewhat agree	14.29%	4
Somewhat disagree	0.00%	0
Strongly disagree	3.57%	1
Not sure / no opinion	0.00%	0
TOTAL		28

Q5 Were your expectations met with regard to factors influencing your decision to serve as a member of the Committee?

Answered: 28   Skipped: 0
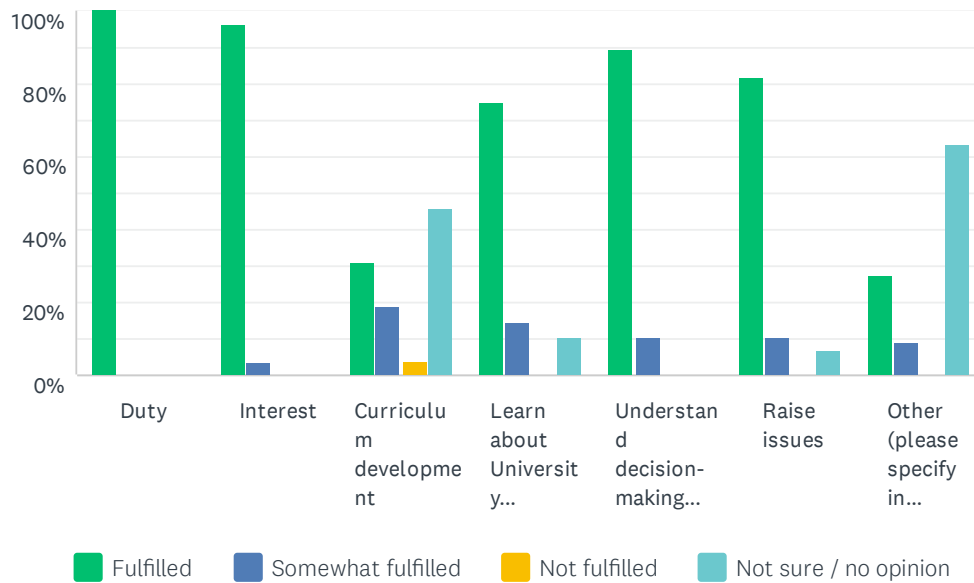
	FULFILLED	SOMEWHAT FULFILLED	NOT FULFILLED	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Duty	100.00% 26	0.00% 0	0.00% 0	0.00% 0	26	1.00
Interest	96.43% 27	3.57% 1	0.00% 0	0.00% 0	28	1.04
Curriculum development	30.77% 8	19.23% 5	3.85% 1	46.15% 12	26	2.65
Learn about University developments and directions	75.00% 21	14.29% 4	0.00% 0	10.71% 3	28	1.46
Understand decision-making processes	89.29% 25	10.71% 3	0.00% 0	0.00% 0	28	1.11
Raise issues	82.14% 23	10.71% 3	0.00% 0	7.14% 2	28	1.32
Other (please specify in comments box)	27.27% 3	9.09% 1	0.00% 0	63.64% 7	11	3.00

#	COMMENTS ON EXPECTATIONS AND EXPERIENCES	DATE
1	Help students that due to circumstances of the complexity of the rules did not manage to argue their cases effectively in previous appeal levels.	7/14/2020 4:38 PM
2	Best Senate committee I've ever been on. Very inspiring and informative. I saw how APPRC's input was really valued through the UAP process, for example.	7/3/2020 10:56 AM
3	ASCP sees curricular developments in their penultimate form when many choices, sometimes mysterious ones, have already been made, and when it is very close to too late to intervene. I have found the committee's work on policy, when we're the one's making the sometimes mysterious decisions, provides an illuminating contrast. Perhaps this gap could be narrowed.	6/26/2020 7:15 AM
4	Our proceedings and work are confidential and, therefore, the impact of our work is not really visible. More consideration ought to be given to nominating persons who excelled as educators, instructors, and pioneers in the field of education. Often times people are nominated because they are high profile successful personalities within their field and already have honorary degrees from elsewhere. We should be encouraging the nominations of those who have really made a difference in people's lives, but, are perhaps less well known or renowned.	6/25/2020 5:32 AM
5	It wasn't clear to me that curriculum development was a part of the mandate of this committee, although curricular discussions were engaged in relation to wider issues affecting the university.	6/19/2020 6:05 PM
6	Thinking through how this committee and others can take EDI into account in our deliberations has got a good start but is not completed in any systematic way. Training for committee members, access to and/or requests for self ID for committee members, nominees and applicants are still in development, I believe. I am sure there are other dimensions to be addressed...	6/18/2020 2:20 PM
7	Curriculum development is not applicable to Senate Executive.	6/18/2020 12:22 PM

Q6 The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

Answered: 27   Skipped: 1
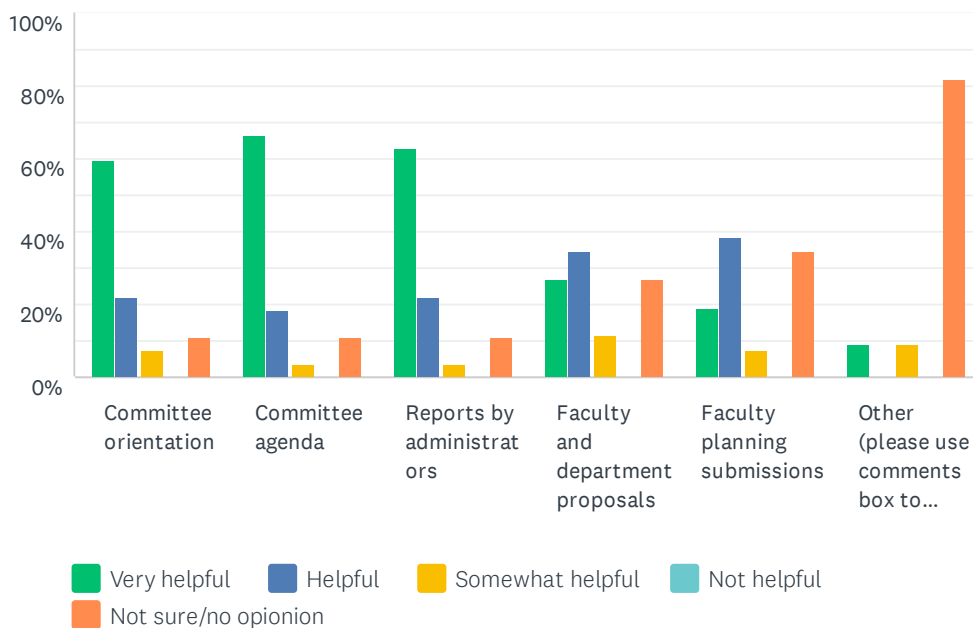
	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT SURE/NO OPIONION	TOTAL	WEIGHTED AVERAGE
Committee orientation	59.26% 16	22.22% 6	7.41% 2	0.00% 0	11.11% 3	27	1.70
Committee agenda	66.67% 18	18.52% 5	3.70% 1	0.00% 0	11.11% 3	27	1.59
Reports by administrators	62.96% 17	22.22% 6	3.70% 1	0.00% 0	11.11% 3	27	1.63
Faculty and department proposals	26.92% 7	34.62% 9	11.54% 3	0.00% 0	26.92% 7	26	2.38
Faculty planning submissions	19.23% 5	38.46% 10	7.69% 2	0.00% 0	34.62% 9	26	2.58
Other (please use comments box to identify)	9.09% 1	0.00% 0	9.09% 1	0.00% 0	81.82% 9	11	3.64

#	OTHER ASPECTS OF THE COMMITTEE'S WORK	DATE
1	I don't understand this question.	7/2/2020 2:54 PM
2	ASCP does not receive Faculty planning submissions--which is just as well, agendas are long enough--but there are occasions when the larger planning context that underwrites a given proposal would be useful to know.	6/26/2020 7:15 AM
3	Our committee could align with the UAP if more thought was put into developing a long-term strategy to encourage honorary degree recepients who were able to advance the UAP or at least highlight it. Too often, I think, someone receives a honorary degree and is never called upon again. While this is not always true, we should look for opportunities to engage our honorary degree holders in the life of our institution on an ongoing basis, if at all possible.	6/25/2020 5:32 AM
4	Many of the above questions are gently tangential to Senate Exec's agenda.	6/18/2020 12:22 PM

#	OTHER ASPECTS OF THE COMMITTEE'S WORK	DATE
1	I don't understand this question.	7/2/2020 2:54 PM
2	ASCP does not receive Faculty planning submissions--which is just as well, agendas are long	

Q7 Committees establish their own priorities in the autumn or have a core work schedule. Do you feel that the Committee has planned appropriate time for priority items / core functions during the year?

Answered: 28   Skipped: 0
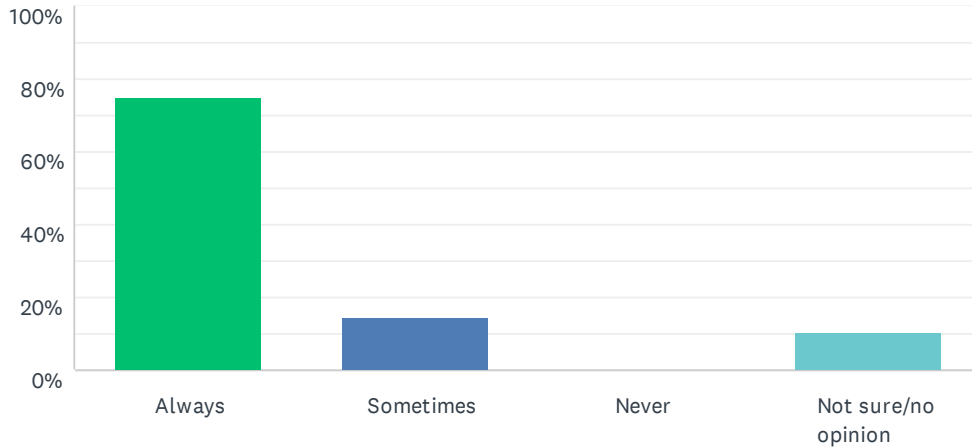
ANSWER CHOICES	RESPONSES	
Always	75.00%	21
Sometimes	14.29%	4
Never	0.00%	0
Not sure/no opinion	10.71%	3
TOTAL		28

#	COMMENTS	DATE
1	I think it's hard because there are competing priorities. There's really never enough time and I don't think the committee could really meet more often.	7/3/2020 10:56 AM
2	Many tasks / goals take longer than expected, such as the CCV.	7/2/2020 2:54 PM
3	ASCP is inevitably reactive. Its schedule is determined by the work of those bringing forward proposals and if these appear belatedly, there can be a sense of there being insufficient time. I don't know that there is anything that can be done about this, but it marks an inherent limit to the committee's efficacy.	6/26/2020 7:15 AM

Q8 Are there items that should have received this year -- or should receive in future -- more attention from the Committee?

Answered: 10   Skipped: 18

ANSWER CHOICES	RESPONSES	
Item	100.00%	10
Item	30.00%	3
Item	10.00%	1

| #	ITEM	DATE
1	Markham	7/3/2020 10:56 AM
2	Honours-only programs	6/26/2020 7:15 AM
3	Not sure?	6/25/2020 5:32 AM
4	Revisions of the University Academic Plan	6/21/2020 4:54 PM
5	faculty-specific challenges and needs	6/19/2020 4:13 PM
6	methods to increase EDI	6/19/2020 8:04 AM
7	Encouraging students to nominate professors	6/18/2020 5:25 PM
8	possibly the new UAP; COVID interrupted this process	6/18/2020 2:23 PM
9	EDI training in more detail	6/18/2020 2:20 PM
10	Settle the governance issue of who can cancel classes.	6/18/2020 12:22 PM
#	ITEM	DATE
1	SDGs and how that rollls out - chance for input	7/3/2020 10:56 AM
2	the structure of the BSc	6/26/2020 7:15 AM
3	Creating a questionnaire for award nominees to identify themselves	6/18/2020 5:25 PM
#	ITEM	DATE
1	COVID-19 response	7/3/2020 10:56 AM

Q9 Please comment on logisitics and organizational aspects.

Answered: 28   Skipped: 0
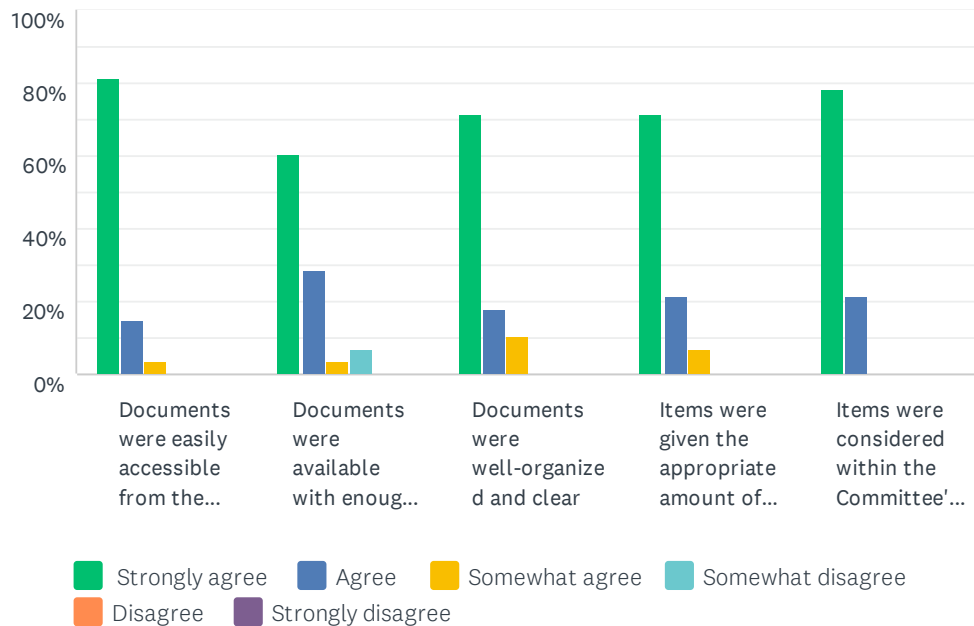
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Documents were easily accessible from the Committee's Website	81.48% 22	14.81% 4	3.70% 1	0.00% 0	0.00% 0	0.00% 0	27	1.22
Documents were available with enough lead time before meetings	60.71% 17	28.57% 8	3.57% 1	7.14% 2	0.00% 0	0.00% 0	28	1.57
Documents were well-organized and clear	71.43% 20	17.86% 5	10.71% 3	0.00% 0	0.00% 0	0.00% 0	28	1.39
Items were given the appropriate amount of time	71.43% 20	21.43% 6	7.14% 2	0.00% 0	0.00% 0	0.00% 0	28	1.36
Items were considered within the Committee's mandate	78.57% 22	21.43% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	28	1.21

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#	COMMENTS	DATE
1	Tenure files should be better organized. There are no university wide standards and it can be frustrating to search through binders or PDFs with hundreds of pages, often poorly tabbed and sometimes irrelevant. It would be useful to have a more efficient system.	7/13/2020 11:11 AM
2	Increasing the speed of the Senate Docs website would be a wonderful thing.	6/26/2020 7:15 AM
3	I found the documentation a bit overwhelming to go through, often more than 150 pages. I always wondered if there was a more efficient way of doing this, so that I didn't feel that I would miss important aspects of these proposals. It was always useful to have program directors come and speak/present to the committee.	6/18/2020 2:38 PM

COMMENTS	DATE
Tenure files should be better organized. There are no university wide standards and it can be frustrating to search through binders or PDFs with hundreds of pages, often poorly tabbed and sometimes irrelevant. It would be useful to have a more efficient system.	7/13/2020 11:11 AM

Q10 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of the Committee's work or your experience as a Committee member in the space below.

Answered: 10   Skipped: 18

#	RESPONSES	DATE
1	Secretariat is fabulous and really helps the Senate Committees function well. Huge expertise resides there.	7/3/2020 10:56 AM
2	As noted above, I think it of great value to have representation on ASCP from across York's many Faculties. I know that the Secretariat tries its best to make this happen, but I wonder if a more formalized mechanism is in order.	6/26/2020 7:15 AM
3	I enjoy the work of this committee. We have had a number of interesting discussions on various issues. The challenge, it seems to me, is to find worthy nominees who ought to receive this distinction. This can be advanced by developing a long-term and sustained strategy for calling for and encouraging faculty to nominate worthy candidates for this honor. My sense is that everything seems to be done on a rather last minute basis or in an ad hoc manner. There ought to be a program for soliciting nominees for honorary degrees that is strategic, sustained, and multi-year and that is aligned with the UAP. While there will always be exceptions, of course, but, without a long term plan, you surely plan to make things rather difficult for yourself.	6/25/2020 5:32 AM
4	This has been a tremendously interesting experience, in which I continue to learn from the award files and the collegial discussions with my fellow committee members. I am especially grateful to those who have chaired the committee and the equitable, fair and respectful manner that they carried out this service. I would also like to commend the Assistant Secretary of the University, Kathryn White, for her invaluable support, guidance on procedure, and high levels of professionalism at all times. Thank you for this space to provide commentary and feedback.	6/23/2020 4:18 PM
5	I appreciate my position on Senate Executive and the contribution of others to further the mandate of York University.	6/21/2020 4:54 PM
6	Excellent Work Kathryn and Jonathan! Everything went so well and smoothly this year because of our Secretary's and Chair's hard work!	6/19/2020 8:27 PM
7	I really enjoyed working on this committee. Decisions were made collegially and there was wide consultation and transparency. I also felt that my voice was valued and that I was influential in helping to shape / direct key initiatives across the university's communities.	6/19/2020 6:05 PM
8	N/A	6/18/2020 5:25 PM
9	The support from the Secretariat is always excellent. I am always impressed by the care that is taken around planning agendas and visits by non-committee members. Bravo!	6/18/2020 2:23 PM
10	Great work during the cover-19 crisis! Kudos to all members (including the Administration).	6/18/2020 12:22 PM

Senate Attendance in 2019-2020

Table 1
Senate Attendance, 2019-2020
by Category of Membership and Meeting Date
(n =163)1

Membership by Category	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	April 2020	May (Special) 2020	May 2020	June 2020
All Faculty Members (99)	69	59	62	46	65	69	81	71	64	80
LA&PS (36)	33	23	27	21	28	27	32	27	24	32
Education (4)	4	3	2	4	3	3	4	4	4	3
FES (4)	1	1	1	1	1	3	3	3	2	3
Arts, Media, Peformance & Design (7)	6	5	4	3	4	7	7	7	5	6
Glendon (8)	1	4	5	5	5	4	6	4	5	5
Lassonde (8)	2	3	5	3	5	2	6	4	4	6
Health (12)	9	7	7	4	8	9	9	8	9	10
Osgoode (4)	2	2	1	1	1	2	4	3	3	3
Schulich (5)	3	2	3	0	3	4	4	3	2	4
Science (11)	8	9	7	4	7	8	6	8	6	8
Librarians and Archivists (2)	1	1	1	2	1	1	2	2	2	2
President/ Vice-Presidents (6)	3	4	4	5	4	3	6	6	5	6
Deans/Principal/Librarian (12)	8	9	6	11	10	8	10	10	10	9
Sudents (28)	18	16	14	12	17	14	14	5	7	9
Committee Chairs (2)	2	2	2	2	2	2	2	2	2	2
Other Members (13)	9	9	10	12	11	7	12	9	10	12
Number of Senators Attending (Percent)	**110 (67.4)**	**100 (61.3)**	**99 (60.7)**	**90 (55.2**	**110 (67.4)**	**104 (63.8)**	**127 (78)**	**105 (64.4)**	**100 (61.3)**	**120 (73.6)**

1 The maximum size of Senate is 167. However, totals in the tables and graphs do not include the Chancellor, members of the Board of Governors, and committee chairs who were already Senators when elected to their positions.

Table 2
Senate Attendance 2015-2016 to 2019-2020
by Category of Membership and Percentage

Membership Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Faculty Members (99)	58.2	57.0	58.2	59.4	67.2
Education (4)	41.2	59.3	62.5	63.9	85.0
Environmental Studies (4)	50.0	37.5	50.0	22.2	47.5
Arts, Media, Performance & Design (7)	22.7	23.4	28.6	60.3	77.1
Glendon (8)	45.3	45.3	52.5	45.8	55.0
Health (12)	75.0	67.0	58.3	63.0	66.6
Lassonde (7)	75.0	70.0	67.1	77.8	57.1
Liberal Arts and Professional Studies (36)	60.3	62.0	63.2	63.2	76.1
Osgoode (4)	37.5	47.0	52.5	30.6	55.0
Schulich (5)	75.0	59.0	58.3	40.7	56.0
Science (11)	72.2	68.0	62.0	66.7	82.7
Librarians and Archivists (2)	69.5	56.5	80.0	77.8	75.0
President / Vice-Presidents (6)	82.5	87.5	80.0	88.2	76.6
Deans / Principal / Librarian (12)	49.5	55.2	61.7	69.4	76.1
Students (28)	35.2	44.0	43.6	36.9	55.2
Committee Chairs (2)	55.0	60.0	100	88.9	100
Other Members (13)	75.0	72.1	73.1	60.6	77.6
Percentage Attendance	**56.3**	**57.0**	**61.9**	**57.2**	**72.7**

Table 3
Attendance in 2019-2020 by Category
Ranked in Descending Order

Membership Category	Attendance (by %)
Committee Chairs	100
Education	85
Science	82.7
Other Members	77.6
Arts, Media, Performance & Design	77.1
President/ Vice President	76.6
Liberal Arts and Professional Studies	76.1
Deans / Principal / Librarian	76.1
Librarian and Archivists	75.0
All Faculty Members	67.2
Health	66.6
Lassonde	57.1
Schulich	56.0
Students	55.2
Osgoode	55.0
Glendon	55.0
FES	47.5

Table 4
Senate Attendance in 2019-2020
by Meeting Date (n = 163)
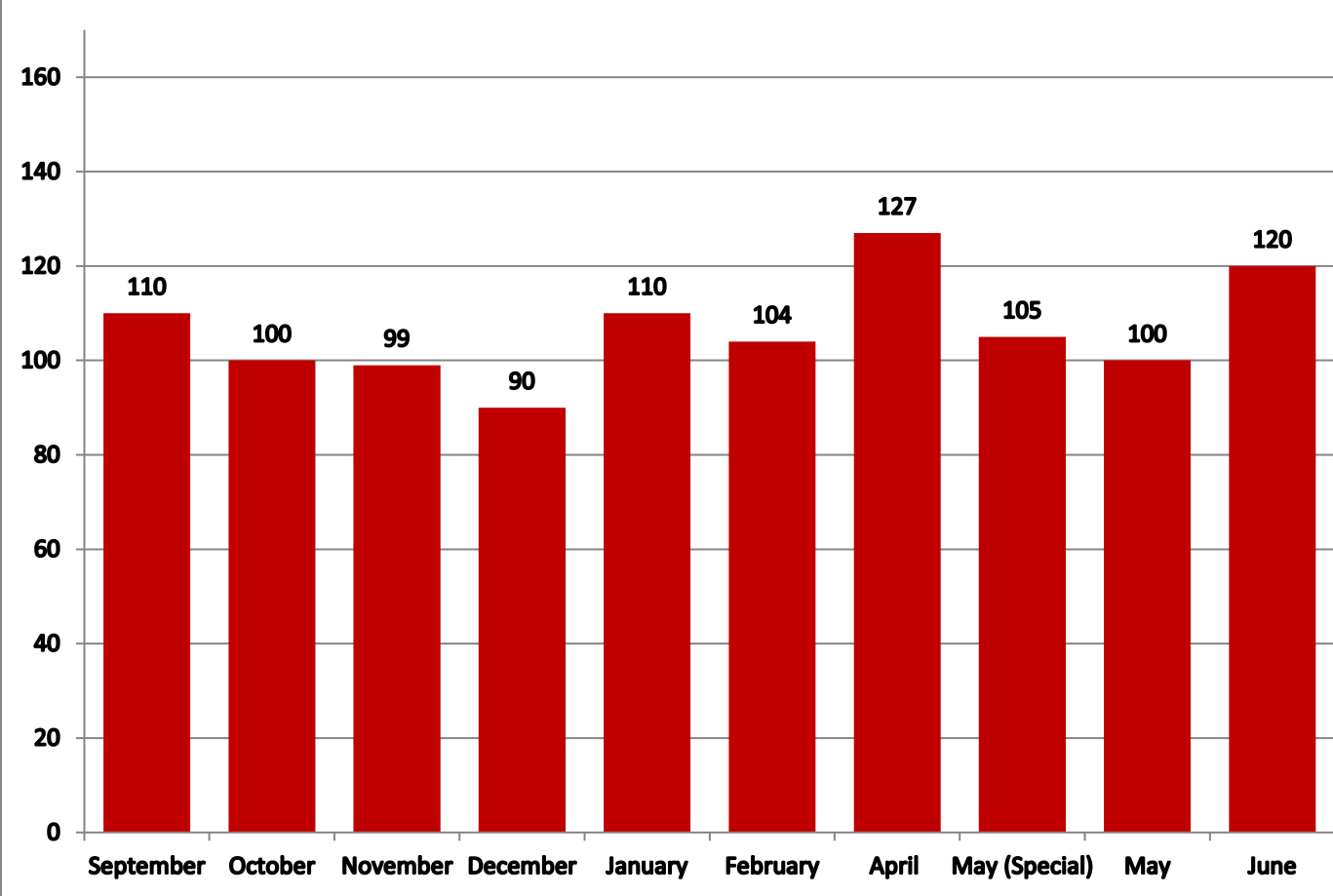
Table 5
Senate Attendance
2014-2015 to 2019-2020
by Yearly Average

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Series2	58.0	56.3	57.0	61.9	57.2	72.7

Legend: Series2, Moving Average
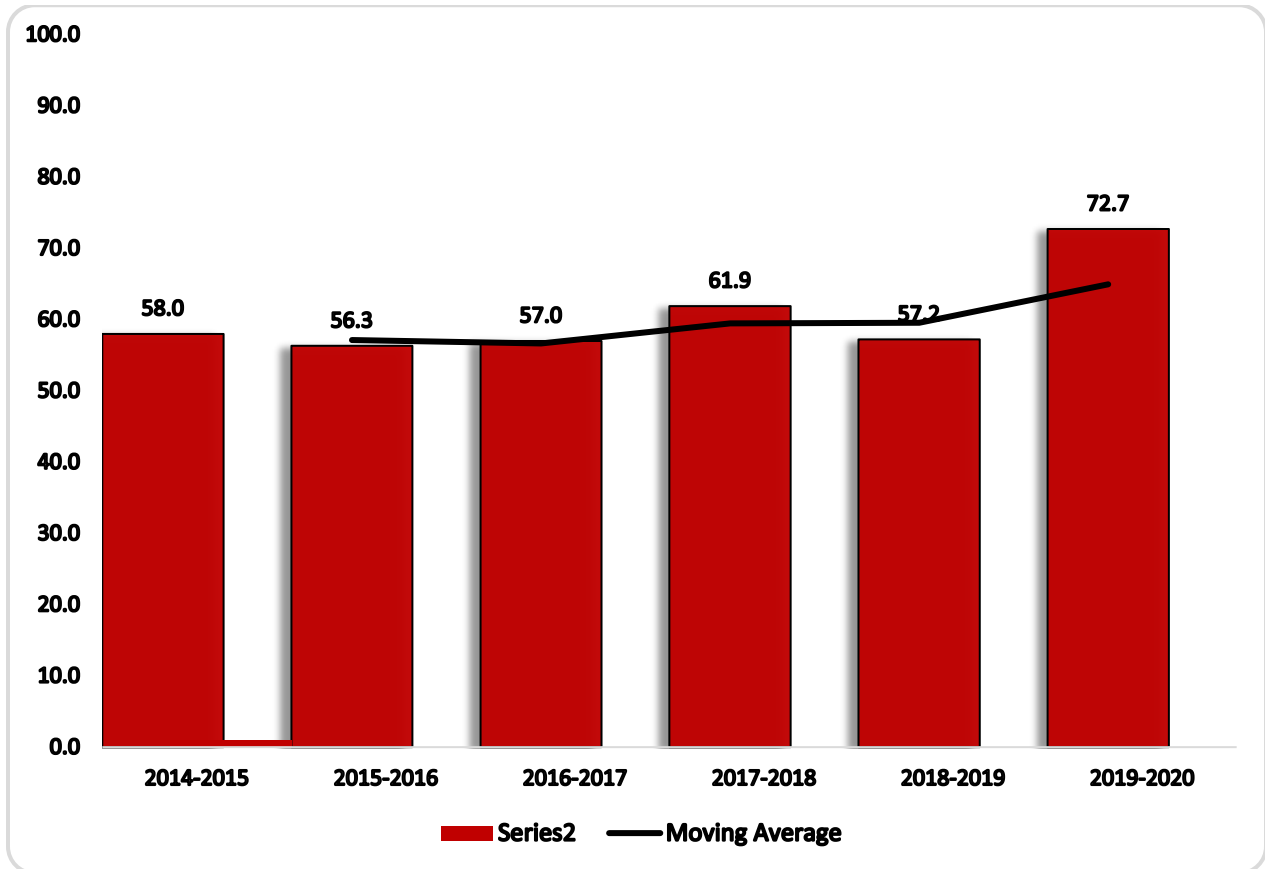
University Policy

Policy on York University Grading Schemes

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	TBC
Effective Date:	TBC
Last Revised:	

1. Purpose and Principles

1.1. This policy sets out the grading schemes for York University and the pan-University regulations at the undergraduate level for academic standing, progression in Honours programs, and academic sanctions.

1.2. A core principle of this policy is the balancing of the maintenance of academic standards and fairness to students by seeking to facilitate students' progression through their degree programs while upholding rigorous academic standing requirements.

2. Scope and Application

2.1 This policy applies to all undergraduate students registered in a degree program in every Faculty at York University.

2.2 While the Faculty of Graduate Studies and Osgoode Hall Law School grading schemes are set out below, regulations applicable to those Faculties are covered in Faculty regulations.

2.3 This Policy is not applicable to the Master of Environmental Studies programs housed within the Faculty of Environmental and Urban Change, which follow a pass/fail grading scheme.

3. Definitions

Academic Decision: An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed, Required to Withdraw). Academic decisions appear on students' grade report.

Credit/No Credit Course: A course which is offered on an ungraded basis only, and where the failing grade is to count as zero in the grade point average.

Cumulative Grade Point Average (CGPA): The weighted average based on grades obtained in courses taken over all academic sessions.

Grade Point Average (GPA): The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

Pass/Fail Grading Option: An option whereby undergraduate students may elect to take a graded course on an ungraded basis and receive credit for such courses without impacting their GPA.

Sessional Grade Point Average (SGPA): The weighted average based on grades obtained in courses taken over a single academic session.

Session: A prescribed period of time designated for the delivery of courses. York's sessions are Fall/Winter and Summer.

Year of Study: An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are set out below.

University-Wide Undergraduate Scale

Year Level	Study Level
Year 1	0 to 23 credits
Year 2	24 to 53 credits
Year 3	54 to 83 credits
Year 4	84 credits

Bachelor of Engineering Scale

Year Level	Study Level
Year 1	0 to 35 credits
Year 2	36 to 71 credits
Year 3	72 to 107 credits
Year 4	108 credits

Additional definitions are available in the Pan-University Academic Nomenclature.

4. Policy

4.1. Grading Schemes

a. Three different grading schemes are in use at York University, as set out below.

Undergraduate Grading Scheme

Letter Grade	Percent Range	GPA
A+	90-100	4.00
A	85-89	3.90
A-	80-84	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.30
D	53-56	1.00
D-	50-52	0.70
F	0-49	0.00

Graduate Studies Grading Scheme

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

Osgoode Grading Scheme

Grade	Descriptor
A+	Excellent
A	
B+	Good
B	
C+	Acceptable
C	
D+	Marginal
D	
F	Fail
AL	Allowed

b. In addition to the schemes above, students may be graded on a Pass/Fail or Credit/No Credit basis. The Pass/Fail grading option allows undergraduate students to take a graded course on an ungraded basis, with the grade excluded from GPA calculations. Details are available in the *Pass/Fail Grades Policy*. Credit/No Credit courses are offered on an ungraded basis only and are included in GPA calculations, with a failing grade to count as zero in the GPA.

4.2. Academic Standing

a. Undergraduate students' study level at the University is determined based on the number of earned credits, as set in the Year of Study scales in the Definitions section of this Policy.

b. Students' academic standing is assessed based on courses taken at the University following each Fall/Winter and Summer session, and results in an academic decision as described in the Definitions section.

c. There are five categories of academic standing at the University, as set out below.

   i. **Good Academic Standing (Honours Progression):** This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard.

   ii. **Good Academic Standing:** This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard.

   iii. **Academic Warning:** An academic decision granted to students whose CGPA falls below 1.70. Once students receive this academic decision,

they may remain at the University for a reviewing period as described in the Academic Sanctions section.

iv. **Required Withdrawal for One Year:** An academic decision granted to students who do not meet the conditions of academic warning which requires them to withdraw from the University for a period of one year or three consecutive terms. Once students return to the University, they will be placed on a debarment warning as described in the Academic Sanctions section.

v. **Debarment for Two Years:** An academic decision granted to students who fail to meet the conditions placed upon them following their return to the University from Required Withdrawal.

4.3. Progression in Honours Programs

a. The University-wide minimum standards for progression in an Honours degree program are as follows.

i. Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits:

1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing;

2. Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on warning for a reviewing period of 30 earned credits and will be reassessed after the completion of 83 earned credits; or

3. Students whose CGPA is below 1.70 will be exited from their Honours program and will be placed in a 90-credit degree program identified by the home Faculty.

ii. Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits. After the completion of 83 earned credits:

1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; or

2. Students whose CGPA falls below 2.00 will be exited from their Honours program and will be placed in a 90-credit degree program identified by the home Faculty.

b. Some academic programs may wish to set additional requirements beyond the minimum University standard, which may include major GPA requirements,

course grade requirements and graduation requirements. Any additional requirements must be approved through the appropriate Faculty- and University-level governance channels, including by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate.

4.4. Academic Sanctions

a. Academic Warning: Students whose CGPA falls below 1.70 after the completion of 18 credits taken at the University will be placed on academic warning with the following conditions.

    i. Students may continue on academic warning if they achieve a sessional GPA (SGPA) of 2.00 or greater until their CGPA reaches 1.70 or above.

    ii. Students whose SGPA falls below 2.00 will be required to withdraw for one year as outlined below.

b. Required withdrawal for one year: Students on Academic Warning whose SGPA falls below 2.00 and CGPA is below 1.70 are required to withdraw from the University for one year (the three consecutive terms) subsequent to the academic decision identifying that the conditions of academic warning have not been satisfied.

    i. In accordance with the *Registration Eligibility in Summer Courses Policy*, students who have received a required withdrawal decision may enrol in summer courses.

    ii. If their SGPA at the end of the summer term does not return them to good academic standing (1.70 CGPA), they will be required to withdraw for a period of one year or three consecutive terms subsequent to that summer term.

    iii. Those students who return to good academic standing (1.70 CGPA) after the summer session will be eligible to continue at the University in the subsequent Fall/Winter term.

c. Returning to the University after a required withdrawal. Students returning to the University after a required withdrawal will be placed on debarment warning with the following conditions:

    i. Students whose SGPA is 2.00 or greater may continue on debarment warning until their CGPA reaches 1.70 or above.

    ii. Students whose SGPA falls below 2.00, will be debarred from the University for a period of two years or six consecutive terms and must reapply.

d. Debarment for two years: Following a debarment, students must reapply to the University to resume their studies.

5. Roles and Responsibilities

5.1.   It is the responsibility of students to:

a. Be proactive in monitoring their academic standing in their program in consultation with academic advising staff as needed.

b. Be aware of the University academic standing requirements as well as any additional requirements of their academic program.

c. Carefully review notifications from the Office of the University Registrar, their Faculty, Department and/or program about their academic standing.

5.2.   It is the responsibility of the Office of the University Registrar, Faculties, Departments and academic programs to:

a. Ensure that academic and program regulations are clear.

b. Communicate academic decisions to students in a timely manner.

6. Review

This policy shall be reviewed every five years.

Legislative history:	
Date of next review:	TBC
Policies superseded by this policy:	Common Grading Scheme for Undergraduate Faculties Progression Requirements to Maintain Honours Standing Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)
Related policies, procedures and guidelines:	Pan-University Academic Nomenclature Registration Eligibility in Summer Courses Policy Pass/Fail Grades Policy

Senate Policies to be Rescinded

Common Grading Scheme for Undergraduate Faculties

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

A+ 9 Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E. 1. Marginally Failing

F. 0. Failing

Progression Requirements to Maintain Honours Standing

Senate approved an amendment to Honours standing requirements such that students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in an Honours program, on warning, provided that they meet the minimum CGPA requirements as set out below:

Year Level	Credit Range	CGPA Requirements
Year 1	0 to 23	4.00
Year 2	24 to 53	4.25
Year 3	54 to 83	4.80
Year 4	84	5.00

This amendment does not apply to the B.Ed. degree programs offered by the Faculty of Education, the LL.B degree program of Osgoode Hall Law School, the BBA and iBBA degree programs of Schulich School of Business, and the BScN, BAS and BHRM degree programs offered by Atkinson Faculty of Liberal and Professional Studies.

Approved by Senate: 15 December 2005
Effective date: 3 April 2006

Notes:
1) *This legislation does not impact Major GPA requirements.*
2) *Faculty to Faculty transfers into honours programs will occur according to the new CGPA requirements.*

Honours Progression: Bachelor of Engineering

Students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in a Bachelor of Engineering (BEng) program, on warning, provided that they meet the minimum CGPA requirements as set out below:

Year Level	Credit Range	CGPA Requirements
Year 1	0 to 35	4.00
Year 2	36 to 71	4.25
Year 3	72 to 107	4.80
Year 4	108	5.00

Approved by Senate: 25 September 2014
Effective date: 25 September 2014

Undergraduate Grading Scheme Qualitative Descriptors

Letter Grade	Numerical Range (%)	Grade Point	Descriptor
A+	90-100	4	**Excellent**
A	85-89	3.9	Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality
A-	80-84	3.7	in using them to satisfy the requirements of an assignment or course.
B+	77-79	3.3	**Good**
B	73-76	3	Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the
B-	70-72	2.7	requirements of an assignment or course.
C+	67-69	2.3	**Satisfactory**
C	63-66	2	Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to
C-	60-62	1.7	satisfy the requirements of an assignment or course.
D+	57-59	1.3	**Marginal**
D	53-56	1	Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy
D-	50-52	0.7	the requirements of an assignment or course.
F	0-49	0	**Unsatisfactory/Fail** Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

University Policy

Senate Policy on Letters of Permission

Topic:	Admissions, Transfer Credit, Fees
Approval Authority:	Senate
Approval Date:	27 February 2020
Effective Date:	1 May 2020
Last Revised:	27 February 2020

1. Purpose

1.1. This policy sets out the eligibility and other rules regarding Letters of Permission for undergraduate students to undertake studies elsewhere for credit towards a degree and/or certificate program at York University.

2. Scope and Application

2.1. This policy applies to all undergraduate students enrolled in a degree and/or certificate program at York University.

3. Definitions

3.1. Applicable definitions are available in the Pan-University Academic Nomenclature.

4. Policy

4.1. Students in degree or certificate programs at York University may take courses at other universities for transfer credits provided the Faculty, department and/or program in which they are currently registered approves such courses in advance. The approval is subject to individual Faculty, department, and/or program regulations and is granted in the form of a Letter of Permission (LOP), issued by the Office of the University Registrar.

4.2. Eligibility

a. Students must be enrolled in a York degree and/or certificate program, have completed 18 credits at York, and be in good academic standing at the University at the time they apply for an LOP. An LOP will not be issued to students who have completed fewer than 18 credits or who are not in good academic standing as defined by the Academic Sanctions legislation in a

student's Faculty, department and/or program. If a student's status changes after an LOP is issued and they are no longer in good standing or are ineligible to proceed in their program, the LOP will be rescinded and they will no longer be eligible for transfer credit from the host institution regardless of the grade achieved there.

b.   Students may not take courses at the 3000 or 4000 levels or that meet their major or General Education requirements on an LOP, except in unique circumstances at the discretion of the Faculty, department and/or program.

c.   Students may not take a course credit exclusion (CCE) on an LOP for a course already completed at York, except in unique circumstances at the discretion of the Faculty, department and/or program. Should a course be repeated, the initial grade will be replaced with a notation of "NCR – No Credit Retained".

d.   Individual programs may define further restrictions about the courses students may take on an LOP.

e.   An LOP will not be processed if there are outstanding debts on a student's University account.

f.   Students may take no more than 18 credits on an LOP over the course of a degree program.

g.   Students enrolled in non-degree studies programs do not need to request an LOP and can apply directly to the host institution.

4.3.   Important Notes

a.   Students must be registered at York University while they are on an LOP at another institution.

b.   Results of "Pass" or "Credit Achieved" at the host will not be accepted for transfer credit to a York degree. A minimum of 60 per cent or equivalent is required for credit.

c.   Transfer credit will be assessed based on the course work/requirements including in-class hours completed at the host institution and not on the course work/requirements of the York course credit exclusion or substitute.

d.   Courses completed at Canadian universities are normally assessed for credit at the year level offered by the host institution. For example, if a student successfully completes a 2000-level course at the host university, credits granted by York will be recognized at the 2000-level, regardless of whether York offers a similar course at a different year level. Year-level equivalencies for courses taken outside of Canada are subject to Faculty, department and/or program assessment.

e.   Courses and grades achieved at the host are not listed on the York transcript or included in the York grade point average (GPA).

5. Roles and Responsibilities

5.1. It is the student's responsibility to ensure that:

a. Course(s) completed on an LOP meet their program requirements.

b. They consult with their Faculty, department and/or program to obtain information about any additional restrictions on LOPs for programs subject to external accreditation or professional association requirements.

c. Course(s) completed on an LOP are not considered to be course credit exclusions for a course already taken by the student at York.

d. Should enrolment/registration circumstances change, that is, the course(s) the student is requesting on an LOP is/are not available, they immediately contact their Faculty, program or department in order to request approval for any replacement course(s).

e. An official transcript is forwarded to the Office of the University Registrar at York University as soon as final grades are available from the host institution.

f. They are registered at York University while they are on an LOP at another institution.

g. Their application for an LOP is complete at the time of submission to the Office of the University Registrar.

5.2. It is the Faculty, department and/or program's responsibility to:

a. Review requests for LOPs in a timely manner, ensuring that sufficient information is available about the courses the student wishes to take on LOP and about the host institution.

6. Review

6.1. This policy shall be reviewed every five years.

Legislative history:	
Date of next review:	February 2025
Policies superseded by this policy:	
Related policies, procedures and guidelines:	Pan-University Academic Nomenclature Guidelines and Implementation Procedures for the Assessment of Transfer Credit

Degrees, Undergraduate Certificates and Graduate Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor of Commerce, Bachelor of Commerce (Honours)
Bachelor of Disaster & Emergency Management
Bachelor of Disaster & Emergency Management (Honours)
Bachelor of Human Resources Management
Bachelor of Human Resources Management (Honours)
Bachelor of Public Administration (Honours)
Bachelor of Social Work (Honours)

Faculty of Education
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Education
Bachelor of Education, Indigenous Teacher Education Program (ITEP)
Bachelor of Education (Technological Education)

Faculty of Environmental and Urban Change
Bachelor of Arts, Bachelor of Arts (Honours) **+**
International Bachelor of Arts (Honours) **+**
Bachelor in Environmental Studies
Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Fine Arts (Honours)
Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science, Bachelor of Science (Honours)
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)
Baccalauréat ès arts
Baccalauréat ès arts (Spécialisé)
Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*
Doctor of Philosophy
Master of Accounting
Master of Applied Science
Master of Arts
Master of Business Administration
Master of Business Analytics
Executive Master of Business Administration
International Master of Business Administration
Master of Conference Interpreting
Master of Design
Master of Disaster and Emergency Management Degree
Master in Environmental Studies
Master of Education
Master of Fine Arts
Master of Finance
Master of Financial Accountability

Master of Fitness Science
Master of Human Resources Management
Master of Kinesiology
Master of Laws
Master of Leadership & Community Engagement
Master of Management
Master of Management in Artificial Intelligence
Master of Marketing
Master of Public and International Affairs
Master of Public Policy, Administration & Law
Master of Real Estate & Infrastructure
Master of Science
Master of Science in Nursing
Master of Social Work
Master of Supply Chain Management

Faculty of Health
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Health Studies
Bachelor of Health Studies (Honours)
Bachelor of Science in Nursing (Honours)

Lassonde School of Engineering
Bachelor of Engineering
Bachelor of Applied Science (Honours)
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts
International Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
International Bachelor of Science (Honours)

Faculty of Science
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Science (Technology)
International Bachelor of Arts
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)

Osgoode Hall Law School
Bachelor of Laws/*Juris Doctor*

Schulich School of Business
Bachelor of Business Administration (Honours)
International Bachelor of Business Administration (Honours)

*Master or Magisteriate / Doctor or Doctorate

Undergraduate Certificates

Faculty of Liberal Arts and Professional Studies
Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Gender and Women's Studies
Certificate in Geographic Information Systems (GIS) and
  Remote Sensing
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of
  Other Languages
Certificate of French Language Proficiency
  (Basic, Intermediate and Advanced)
Certificate of French Language Proficiency in Business
  (Basic, Intermediate and Advanced)
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish Language
Certificate of Proficiency in Chinese Language
Certificate of Proficiency in German Language
Certificate of Proficiency in Japanese Language
Certificate of Proficiency in Modern Hebrew Language
Cross-Disciplinary Certificate in Anti-Racist Research
  and Practice
Cross-Disciplinary Certificate in Culture, Medicine & Health
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in Public History
Disciplinary Certificate in Black Canadian Studies
Disciplinary Certificate in Advocacy & Public Engagement
General Certificate in Law and Society
General Certificate in Refugee and Migration Studies
General Certificate in Gender and Women's Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Financial Planning
Professional Certificate in Health Services Financial
  Management
Professional Certificate in Human Resources Management
Professional Certificate in Human Resources
  Management for Internationally Educated Professionals
Professional Certificate in Information Technology
  Auditing and Assurance
Professional Certificate in Investment Management
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Administration & Law
Professional Certificate in Public Policy Analysis
Professional Certificate in Real Estate

Faculty of Education
Certificate in Educational Studies
Diploma in Teacher Preparation in the Education of Deaf
  and Hard-of-Hearing Students

Faculty of Environmental and Urban Change
Certificate in Geographic Information Systems and
  Remote Sensing
Certificate in Sustainable Energy
Cross-Disciplinary Certificate in Cultural and Artistic
  Practices for Environmental & Social Justice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science
Professional Certificate in Digital Design

Glendon College / Collège universitaire Glendon
Bilingual Certificate in Public Administration and
  Public Policy
Certificat en rédaction professionelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English
  Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as
  an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional
  Communication
Proficiency Certificate in Spanish for Business and
  Professional Communication

Faculty of Health
Cross-Disciplinary Certificate in Aging
Cross-Disciplinary Certificate in Health Informatics
Professional Certificate in Athletic Therapy
  (Concurrent Option)
Professional Certificate in Fitness Assessment and
  Exercise Counselling
York-Seneca Rehabilitation Services Program Cert.

Lassonde School of Engineering
Certificate in Geographic Information Systems (GIS)
and Remote Sensing
Certificate in Meteorology
Cross-Disciplinary Bergeron Entrepreneurs in
  Science and Technology (BEST) Certificate in
  Technology Entrepreneurship

Schulich School of Business
Certificate in International Management

Faculty of Science
Professional Certificate in Actuarial Science

Access/Bridging Programs
Certificate of Completion
Certificate of Completion in Educational Studies
Transition Year Program Certificate of Completion

Graduate Diplomas

Faculty of Graduate Studies
Diploma in Advanced Accounting (Type 1)
Diploma in Advanced Hebrew & Jewish Studies (Type 2)
Diploma in Arts, Media and Entertainment Management (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Comparative Literature (Type 2)
Diploma in Culture, Communication and Leadership in Canadian Business (Type 2)
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 and 3)
Diploma in Education in Urban Environments (Type 2 and 3)
Diploma in Environmental/Sustainability Education (Type 2 and 3)
Diploma in Financial Engineering (Type 2 and 3)
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)
Diploma in Health Psychology (Type 2)
Diploma in Intermediate Accounting (Type 3)
Diploma in International & Security Studies (Type 2)
Diploma in Interpreting (Type 1)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 and 3)
Diploma in Latin American and Caribbean Studies (2)
Diploma in Law for Law Enforcement Professionals (Type 3)
Diploma in Mathematics Education (Type 2 and 3)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and 3)
Diploma in Professional Accounting (Type 3)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in Theatre Studies (Type 3)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 3)
Diploma in World Literature (Type 2)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

+*New / Revised for 2020-2021*

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 8 June 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)
Alice Pitt (Vice-Provost Academic ex officio)
Tom Wesson (Member designated by ASCP)

Tom Loebel (Dean of Graduate Studies, ex officio) sent regrets.

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

1. Completed Cyclical Program Reviews (CPRs)

The Sub-Committee received Final Assessment Reports and Implementation Plans, drafted by the Office of the Vice-Provost Academic, for two CPRs:

1. Master of Conference Interpreting and Graduate Diploma in General Interpreting, and
2. the Visual Art and Art History program (Undergraduate and Graduate).

The Sub-Committee did not determine it necessary to invite members of either program to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions at the meeting and are appended to this report.

2. Lassonde School of Engineering CPRs

The Sub-Committee discussed last year's decision to align the timing all Lassonde academic program CPRs with the School's scheduled accreditation review and the implications of the accrediting body's recent decision to defer all reviews for one year due to COVID-19. Alternatives were discussed and further information was requested.

J. Magee
Chair

YORK UNIVERSITY
Final Assessment Report

Master of Conference Interpreting, (MCI)
Graduate Diploma in General Interpreting (Type 1)

Department of Translation, Glendon College

Cyclical Program Review – 2012 to 2019

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

Program(s) Reviewed:
Master of Conference Interpreting (MCI)
Graduate Diploma in General Interpreting (Type 1)

Reviewers appointed by the Vice-Provost Academic:

- Dr. Claudia V. Angelelli, Chair in Multilingualism and Communication, Co-Director Post-Graduate Taught Programs, LINCS, Heriot-Watt University, Edinburgh Campus, UK
- Professor Laura Burian, Dean, Graduate School of Translation, Interpretation, and Language Education, Middlebury Institute of International Studies, California, USA
- Dr. Markus Biehl, Professor, Management Science Specialization, Schulich School of Business, York University

Cyclical Program Review Key Milestones:
Cyclical Program Review launch: September 20, 2018
Self-study submitted to Vice-Provost Academic: August 16, 2019
Date of the Site Visit: October 28, 2019
Review Report received: January 21, 2020
Program Response received: March 2020
Dean's Response received: March 2020

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance in June 2020

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

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

SITE VISIT: October 28, 2020

The reviewers began their site visit with Alice Pitt, Vice Provost Academic and Thomas
Loebel, Dean of the Faculty of Graduate Studies, followed by interviews with Ian
Roberge, Co-Principal of Glendon College, Andrew Clifford, MCI Program Director, and
Xiang Gu, Graduate Program Assistant. Interviews were also conducted remotely with
eight Year 1 MCI Students, six MCI Part-time Instructors and six MCI Alumni Students.

In addition to interviews using the Online Adobe Connect platform, the reviewers toured
the Person MCI (Simultaneous interpretation) lab.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal
responses to the reviewers' recommendations and has approved the implementation
plan.

A report on the progress of the initiatives undertaken as specified in the implementation
plan will be provided in the Follow-up Report which will be due in 18 months (December
2021), after the review of this report by the York University Joint Sub-Committee on
Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2026 with a site visit expected
in the Fall of 2027or Winter of 2028.

PROGRAM DESCRIPTION AND STRENGTHS:

The reviewers were impressed with the fact that the program has been able to gain
such recognition in so little time under the leadership of its Director and Associate
Director.

The reviewers noted**: "**The MCI prides itself in providing outstanding and innovative
educational experiences for students and cites the blending of conference interpreter
training with legal and healthcare interpreting as well as the use of (synchronous) online
courses for all Year 1 courses as prime examples. In fact, among conference
interpretation MA degrees around the world, such a design is unprecedented and has
led the way for others to learn from Glendon's innovative approach. Adding more
languages beyond Canada's two official languages is also innovative compared to the
one competitor program in country. Beyond this, the MCI also has found innovative
ways to create real-life interpretation experiences by having its students provide
interpretation services at Glendon events in Year 2 through remote tools, allowing their
students to take advantage of the offerings on the larger campus and also
to provide a service to the college community."

The reviewers suggest that, having come so far in a short time, the program should
focus on refining its assessment practices to ensure alignment among its aspirations,

student experience and program outcomes. "The program (should) better define, in a measurable way, the outcomes it expects of its students – both academically (traditional learning outcomes), professionally (e.g., communication and networking skills), and administratively (e.g., retention and graduation ratios; placement rate for graduates). The program should also strive towards placing more emphasis on the generation and dissemination of knowledge and relying more on research-based pedagogy. In addition, goals for all of these should be set in collaboration with its home department. Starting to measure these outcomes would allow the program to further improve student success and academic credibility."

Specific recommendations, as discussed below, elaborate these overarching themes. The program provided detailed responses to each recommendation which are summarized below, along with the responses from the Interim Principal of Glendon College.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

In assessing the curriculum, program structure, and SLOs the reviewers observed that the overarching design and goals of the program seem to be aligned with the understood needs of the profession in both community and conference interpreting, but that insufficient information is provided to readers (regardless if they are current or potential students, instructors, or reviewers) regarding interpretation-specific SLOs and how each class contributes to this curriculum. The reviewers recommend a clearer design of program showing articulation of courses containing differentiated course goals and student learning outcomes.

Program Response

The MCI faculty developed Graduate Degree Level Expectations as the program was developed. These outline expectations for the program and how expectations apply to courses. Course directors have used the GDLES to create course level learning outcomes. Course outlines identify LO's and align them with evaluations. This established flow of expectations from program to course and to individual classroom activities is revisted annually when course directors submit their outlines. Field co-ordinators ensure that there is uniformity among different language sections as well as complementarity from field to field to field.

When the program was developed, MCI faculty worked with the Vice-Provost's Office and the Teaching Commons to create a set of Graduate Degree Level Expectations. These GDLEs outline not only the expectations for the program as a whole, but also which expectations are met in which courses. Course instructors have taken the expectations that apply to their courses and used them as learning outcomes. In their course outlines, the outcomes are listed, and there is likewise an indication of which

assignments tests and exams measure which outcomes.

In this way, there is a clear and obvious flow of expectations from the program as a whole, to individual courses, to individual classroom activities.

To continue to fine tune the chain of GDLE/SLO/graded activity, Field Coordinators have all the instructors in their area submit their course outlines. The Coordinators then make sure there is uniformity among all the different language sections of the courses in their field, and also complementarity from field to field to field. This exercise happens each year in August, as instructors are finalizing their course outlines for the year.

Principal's Response

The program makes a compelling case that it has carefully thought through the program learning outcomes, collaborated with Field Coordinators and instructors to ensure their mapping to the various courses. Communicating this information in an accessible manner, perhaps through a simplified graphical representation of how learning outcomes are communicated and met, will be helpful to students and faculty alike, as well as the broader community.

Recommendation 2

Assuming the program continues to be housed in the School of Translation, it should more clearly align with the vision and mission statements of this department.

Program Response

The School of Translation mapped out the general objectives for the undergraduate program. The MCI program has reviewed those objectives and has mapped out how those objectives correspond to the professional training provided by the MCI. This will be incorporated into the information compiled for our next program evaluation. Efforts to recruit students from the undergraduate program are underway. The program hosted six online information sessions in the spring of 2020. There is interest in development of an introductory course at the third year level that would introduce students to professional opportunities.

Principal's Response
The program has been able to clarify the alignment with Departmental objectives and is encouraged to continue recruitment efforts and development of an undergraduate course.

Recommendation 3

A professional program housed in a university should benefit from the academic environment in which it resides. Given the expertise and experience of the Department of Translation Studies – specifically in pedagogy and assessment of translation – the reviewers perceived a lack of interaction between the MCI program and the Department that needs to be addressed. If this interaction can be restored to how the 2012 MCI proposal indicates it was earlier, it would be of great benefit to students and instructors.

Program Response

The program examines this recommendation from several vantages and in so doing reveals the complexities underpinning it and identifies actions and activities underway that address the substance of the recommendation. The restoration of interaction in the program proposal referred to concerns the expectation that members of the School would teach some of the background courses. This proved impossible to undertake given differences in the MA and MCI academic backgrounds. The program cites examples of interaction between the two full-time faculty members and the School, including a 3-year period during which the director served as chair. It cites as well recent and ongoing interaction among students, particularly in relation to an annual conference that highlights the research of MA in Translation Studies students and showcases the conference interpretation skills of MCI students.

The program's instructors are all actively engaged in the profession and are recognized by international organizations, government entities and/or accreditation/certification bodies. Several MCI instructors have completed the Master of Advanced Study in Interpreting at the University of Geneva, often considered the gold standard for research-based pedagogy in the field. Instructors not only bring to their teaching a deep understanding of this specialized field of pedagogy, but they are also active participants in this aspect of their profession (see recommendation 9). Students benefit from highly regarded instructors and they also take a course on Interpreting Studies that does require students to read, analyse and comment on the frontline research within the field, often with leading edge researchers serving as guest speakers. The program notes that the instructor, a prolific researcher, draws MCI students from the University of Ottawa and that the program is recognized in interpreting circles for the "who's who of interpreter trainers."

The program will continue to work with instructors to leverage their knowledge and use of research-based pedagogy and will also continue to seek avenues of collaboration and cross-fertilization with colleagues at the School of Translation. One example of this collaboration is TRAN/INTE 5700 Interpreting Studies, a three-credit course that is cross-listed between the two graduate programs. This course is regularly taught online, In Fall 2019 a specific in-person section was taught for Master of Translations students.

Principal's Response

The program response provides a fair overview of the interaction between the School and the MCI. Regular meetings will ensure alignment and support. Moreover, as part of

a restructuring process underway at Glendon, the School of Translation is planning to change its name to better reflect the multidisciplinary nature of the programs it houses (undergraduate program in translation studies, undergraduate program in communications, master in conference interpreting, certificate in technical and professional communication, and two new certificates in development. All programs will have opportunities to align curricula, including the cross-listing of new or existing courses between the two graduate programs as indicated in the program's response. Creating an introductory course in interpretation at the undergraduate level (see above) will contribute to recruitment for the MCI, while also broadening exposure to other "language professions" for undergraduate translation studies students. Finally, greater alignment between programs may enable the School to identify cross-disciplinary needs in the faculty complement, thus enhancing opportunities for complement renewal in all its programs.

Recommendation 4

To continue to ensure that the program length is appropriate, the program should regularly revisit the learning outcomes (with input from alumni and the profession) to ensure they are still meaningful and measurable, then start measuring those outcomes on an ongoing basis

Program Response

In May 2019, at the program retreat, there was support from all stakeholders for the idea of creating an MCI Advisory Committee. The committee would have representation from students, alumni, instructors and perhaps other stakeholders. It would be tasked with certain projects that require a broader perspective on program quality, or that are intended to help graduates transition from school to the professional market. In addition, the advisory committee could provide input to the Program Learning Outcomes and how the curriculum and assessments support those Program learning outcomes. The MCI is in the process of seeking representatives with the goal of having an initial meeting of the Advisory Committee in the Fall of 2020.

In addition to exams and assignments and the Transition and Exit exams, the MCI measures program outcomes through an annual survey about employment.

The addition of other measurement strategies not mentioned here would have implications for our human and financial resources.

Principal's Response

The creation of an Advisory Committee is a satisfactory response to the recommendation. Prominent alumni and professionals in the field should be invited to the committee which will guide the program in response to changes in the profession.

Recommendation 5

It is necessary for the university to provide more administrative staff to support admissions and the day-today running of the program so that students are not delayed in their studies or registration.

Program Response

The MCI program agrees that the administrative burden is significant. Time is taken up with issues students are having with support services. The program is particularly concerned about the timely processing of applications.

Principal's Response

The MCI has the support of an administrative assistant, which is sufficient for a small program and can also coordinate with the Faculty of Graduate Studies as required.

Recommendation 6

The program and FGS should collaboratively explore what the causes of the difficulties are in the admissions process and work towards resolving them.

Program Response

The Program Director and Glendon's Associate Principal Research and Graduate Studies met with FGS in January 2020 to discuss the profile of applicants, which is often unlike other graduate programs. Many applicants are international and may be older, with significant time away from undergraduate studies, often pursued in fields that are not directly related, yet they have additional career experiences that are relevant to conference interpreting as a field of study and future career. Applicants are asked to describe their professional work, professional training, and other relevant life experiences.

All applicants have to take and pass our rigorous Aptitude Test. This allows us to see them perform some component tasks of interpreting, and it provides a better yardstick than a transcript from a decade or more ago.

As a result of discussion, a streamlined review process has been established.

Principal's Response

Substantive efforts have gone into resolving this issue. Though the situation will need to be monitored, the recommendation appears to have already been addressed. Recent conversations with the Faculty of Graduate Studies have identified the source of the application delays in the past and a new process has been implemented for 2019-20

admissions onwards.

Recommendation 7

Consider performing a root cause analysis on what hampers students from progressing
in a timely manner and what keeps them from completing the program and consider
dedicating more personnel to the marketing and recruitment efforts needed to target a
very specialized pool of applicants

Program Response

The reviewers mentioned in their report that the MCI pass rate is much higher than that
of well-established MCI programs in Europe and Asia.   Since the program was
established, large numbers of MCI graduates pass the Government of Canada's
accreditation exams and there are now seven MCI graduates among the government's
staff interpreters. A dozen more graduates are accredited as free-lance interpreters.

The program notes that since the Aptitude Test during the admissions process is
successful in identifying good candidates, subsequent good pedagogy throughout the
Program provides all students with an equal opportunity to complete the MCI
successfully. The program, however, is not opposed to performing the type of analysis
suggested by the reviewers in order to improve student success and improve further the
program's reputation. The proposed Advisory Committee can assist with monitoring of
student outcomes.

There are several supports in place that are unique to the Glendon MCI. These include
the following: a mock exam is held during final weeks of classes; instructors meet with
students for weekly practice sessions for 2 months leading up to the exam; individual
counselling is provided the week after the results are released; a make-up exam for
those who have missed one component can be taken at the end of August; students
who must retake the exam are permitted to audit classes throughout the year as they
prepare; and these students are also invited to participate for a second time in the mock
exam.

The program notes that interpreting is, in many ways, a next-to-impossible task and
even the most proficient have moments of spectacular failure in full view of the public. A
successful interpreter must be able to learn from failures and resume with improved
strategies. The stakes are very high, as recent cases in the media have demonstrated.
To minimize the impact of exacting standards, the program works hard to support its
students.

As for marketing and recruitment, the program is currently responsible for marketing
through social media, online and in-person information sessions, professional
development opportunities held in the lab, and the alumni network. Additional support
would be welcome.

Principal's Response

The proposal that the Advisory Committee be given the mandate to monitor the progress of students in the program is sensible. Glendon is reviewing the support it can provide graduate programs for marketing and recruitment; the responsibility, however, will ultimately remain with the program.

Recommendation 8

Explore allowing students to enroll as part-time students

Program Response

The program put forward a proposal for a part-time option in 2018 and will respond to the questions posed by the Senate Committee on Academic Standards, Curriculum and Pedagogy as soon as possible.

Principal's Response

The Principal agrees that a part-time option is academically sound. The program will need to work out various details, including how to turn a program that is partially distance education and on-site can be made coherent for part-time students.

Recommendation 9

The program needs to solidify its conceptualization as consisting of a York-based core and a tightly integrated base of highly capable "suppliers." This conceptualization needs to permeate not only teaching but also research/professional contributions.

Program Response

From the program's perspective, the reviewers see two issues with the MCI's identity: 1) there are only two full-time faculty members at Glendon, which means that many courses are taught by contract teachers; and 2) students in the first year study conference interpreting as well as medical and legal interpreting.

The program would welcome additional full-time faculty members. However, the benefits of building relationships with international leading experts are central to the success of the program and to establishing its identity among CI programs. The Director spent a recent sabbatical as a visiting lecturer at two programs (one in Spain and one in Germany) that are "preferred partners" of the interpreting services at the European Commission and the European Parliament. These programs' staffing model is very much like Glendon's. The MCI is able to hire the best trainers in the world. In every

case, instructors are highly engaged. Research from diverse fields informs their pedagogical methods. In some cases, the instructors' methods are used and cited by others. Creating and employing research- and experience-based pedagogy needs to be differentiated from other types of peer-reviewed scholarly research for publication. MCI instructors' professional contributions should not be considered as less important. Here are but three examples:

- Michelle Hof is widely recognized as an expert trainer and a specialist in the area of interpreting technology, maintaining a very popular blog called the Interpreter Diaries, and often asked by the International Association of Conference Interpreters (AIIC) to teach professional development seminars all over the world.

- Andy Gillies is the chair of AIIC's training committee and teaches professional development seminars for AIIC, maintains AIIC's directory of interpreting schools. He also teaches at the *Institut supérieur d'interprètes et de traducteurs* (ISIT) in Paris and his three books on interpreter training are used as textbooks by nearly every interpreter training program in the world.

- Helen Campbell's 35-year career as a staff interpreter at the European Commission for over 35 years culminated in the role of chief trainer. The Commission is largely viewed in our field as being the steward of interpreter training and at the forefront of pedagogy in the world. With Jesus Baigorri, she is the author of the proceedings of the Salamanca seminars (a creative short-term training initiative that unites students, working language professionals and academics), and with Lola Bendana, she published a volume for the public on contracting translation and interpreting services.

The decision to design a program that includes healthcare and legal interpreter training was made for two reasons. The first is that conference interpreters increasingly need to know about interpreting in these fields. The Government of Canada sends both its staff and freelance interpreters to interpret at a range of administrative tribunals, the Federal Courts, and even the Supreme Court of Canada. In these settings, an interpreter who does not understand legal procedures and principles or the roles and intentions of the various parties simply cannot function. Time and again, the same students who questioned initially why they had to study legal or medical interpreting are the same ones who express gratitude for this opportunity after they graduate.

The second reason is that the professional community asked the program to build capacity in court and healthcare interpreting. When the MCI was being developed, the Program Director conducted roughly 25 focus groups with stakeholders in the profession. One of the most common themes that emerged from these consultations was that court and healthcare interpreting need help professionalizing, such as through post-secondary training. In many of the consultations, participants were quite direct, asking, "Can't you please train people to interpret properly in the courts and in healthcare?"

The program concludes that its identity is clear and responsive to the landscape for professional practice. In the next phase of its development, a focus on enhancing the program's unique position will be important.

To this end, the program will continue to take the pulse of both graduates and industry colleagues. An early task of the Advisory Committee will be to examine can also be tasked with determining whether the current format and focus of the program is working as well as it should and what improvements the program can make in curriculum, pedagogy, and promotion.

Principal's Response:

The program response demonstrates that it has seriously considered this recommendation and the overall theme of the report. The Principal concurs with the direction the program proposes.

Recommendation 10

Armed with better data on tenure-stream and contractual faculty members' teaching and research / professional activities, the MCI needs to enact a more rigorous program of continuous improvement and be willing to make difficult decisions in order to solidify the program's standing as one of Canada's premier interpreting programs.

Program Response

The program is committed to ensuring high quality pedagogy and notes that there have been times when we have indeed made "difficult decisions." As part of the funding agreement with the Province, the program undergoes a yearly and thorough program evaluation. At several points in the program's history, students flagged concerns about individual instructors. The program has taken the following actions:

- Met privately with the instructors to address concerns raised by students;
- When appropriate, met with both students and instructors to encourage dialogue;
- Assisted instructors with accessing helpful tools and resources (e.g., some instructors were not making effective use of eClass and were offered personalized training); and
- Observed classes and offered feedback to instructors.

As a result of concerns, some instructors were not renewed, and those who have been renewed both meet clear hiring criteria and student satisfaction criteria.
Because the staffing model relies heavily on the expertise and continuous involvement of professionals, the program has devoted considerable time and resources to "continuous improvement". Here are some examples.

- Field Coordinators: In Year One, conference, legal, and healthcare coordinators work with all the language-specific instructors in their respective fields to ensure 1) coherence between language-neutral courses and language-specific courses in the same field; 2) uniformity across the different language-specific version of the same course; and 3) complementarity among the courses in the different fields.

- Systematic Classroom Visits: With the help of the Field Coordinators, the Program Director visits classes in Year One and Year Two. These visits allow issues with teaching quality to be detected. More frequently, they allow best practices to surface which can then be shared with the teaching team more broadly.

- Training for Trainers by Trainers (T3): The program hosts a yearly conference for instructors where classroom innovations are presented, and mock classes (with real students) are conducted to model techniques for teachers. For example, when instructors wanted to better understand how to move away from the "sage on the stage" model and towards the "guide on the side" model, while still addressing important theoretical or technical concerns, students worked with the Glendon faculty to model a student-centric approach that demonstrated how teaching moments around theoretical or technical concerns could arise organically.

The enthusiastic engagement in these initiatives is an indication of everyone's commitment to ongoing development and improvement of the program and the fields of interpretation study and practice. The program notes the active involvement of instructors who are on the forefront of some of the most exciting developments in our field, whether that be the use of technology, or creative new approaches to pedagogy. The program's efforts to support pedagogical innovation and excellence also create opportunities to identify the theoretical and research-based underpinnings that are used and to share these more broadly.

Principal's Response

The program argues that it takes all appropriate measures when it is made aware of issues regarding quality of teaching. The program further argues that as professionals, many of the instructors contribute to research creation, action research and dissemination in different ways. The program is afforded a great deal of flexibility in the selection of its instructors which means that it can make the "difficult decision" not to rehire an instructor that has not performed to the expected standard. There would be a role, here, as well, for the Advisory Committee to be appraised of issues regarding quality of instruction and corrective measures taken.

Recommendation 11

Evaluate methods that could lead to an increase in revenues through an increase in program size by either making the program intrinsically more attractive to a wider audience, connecting more closely to employers, better resourcing fundraising and marketing efforts with more specialized staff support, improving the retention and graduation rates, narrowing the focus to fewer languages, or increasing tuition fees.

Program Response

The program is aware of the importance of this recommendation and was cognizant of it before the reviewers' report. It describes an effort we have currently with an institutional partner.

In the fall of 2019, the program began discussing a potential collaboration agreement with the Translation Bureau, the body at the Government of Canada that is responsible for meeting the government's interpreting needs. The Bureau prepared a draft agreement in January and revisions are under discussion. The agreement covers issues such as collaboration in teaching, assessment of the Exit Exam, study visits in Ottawa, and exploration of key topics including remote interpreting and the interpretation of indigenous languages.

The program had a collaboration agreement for several years with the European Parliament and is currently discussing an agreement with the International Civil Aviation Organization (a UN agency in Montreal) and with the European Commission.

As for other sources of funding, the MCI was successful in obtaining grants in large part thanks to Glendon's former Research Officer who played an active role in identifying opportunities. In the early years of the MCI, the Program Director submitted almost 20 different grant applications, with the end result being over $5 million in funding for the MCI since its inception. The program would appreciate support in identifying funding opportunities.

Principal's Response

As a professional program, the onus remains on the program to find the appropriate revenue and cost structure to be sustainable. The program needs to find alternative sources of revenue, from developing and offering short not-for-credit professional development courses to other external funding sources. The Glendon Research Office and Advancement and Alumni Relations Office can be asked to provide further limited support regarding the identification of funding opportunities. At the same time, the reviewers mention the possibility to narrow language options. Though this narrowing poses academic challenges, based on who is being recruited, the program needs to review its cost structure which is partly dependent on the number of courses taught on a yearly basis.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in June 2020. A report on recommendations that are accepted will be provided in the 18 month follow up report due in December 2021.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That a clearer design of the program be developed showing articulation of differentiate courses to program learning outcomes	Program to review and refine the Program Learning Outcomes and create a curriculum map (graphical representation) as a tool for communicating with stakeholders, including students and professionals.	MCI Graduate Program Director and faculty Members. Principal to review final version before submission to Vice-Provost Academic. Support is available from the Office of the Vice-Provost academic and the Teaching Commons.	To be completed by December 2020. Report on activities and outcomes of recommendations in the 18 month follow-up report due December 2021.
2.	That the program more clearly align with the vision and mission statements of the Department of Translation.	Alignment of the MCI with Translation is documented by MCI and should be shared with stakeholders, as appropriate. Recruitment efforts and development of an undergraduate course for translation studies students should be undertaken	MCI GPD and Faculty Members / Director, School of Translation	Report on activities and outcomes of recommendations in the 18 month follow-up report due December 2021.
3.	That strong links with the Department of Translation Studies be maintained, for both faculty and students in the MCI program	Explore new ways for MCI students to collaborate with MATS students during as well as beyond the annual Translation Studies conference, to explore topics of intersectional relevance.	MCI GPD and Director, School of Translation.	Report on activities and outcomes of recommendations in the 18 month follow-up report due December 2021.

		A renamed School should include a governance structure to represent interests of all programs and develop synergies.	The renaming of the School will be part of a larger restructuring process that involves Glendon Council and Senate approvals	
4.	That Program Learning Outcomes be reviewed and measured on an ongoing basis.	1. Program to develop a framework for the assessment of learning and program outcomes with support from Office of the Vice-Provost Academic 2. Establish a stakeholder Advisory Committee.	MCI GPD and YUQAP Office	Report on activities and outcomes of recommendations in the 18 month follow-up report due December 2021.
5.	That additional administrative staff be made available to support program	Recommendation outside of the review process. No action to be taken	n/a	n/a
6.	That admissions processes be improved	Substantive efforts have gone into streamlining the admission review process. Annual monitoring in co-ordination with FGS.	n/a	Report on activities and outcomes of recommendations in the 18 month follow-up report due December 2021.
7.	That a) an analysis of progression challenges be conducted and b) support for recruitment of a specialized pool of applicants be put in place.	Student outcomes to be monitored by program and proposed Advisory committee. Principal's Office and program to develop plan for enhanced marketing of program.	MCI GPD and AD Grad/Research	Report on activities and outcomes of recommendations in the 18 month follow-up report due December 2021.
8.	That the possibility of a part-time option be explored.	Program to respond to questions from Senate approval committee by September 2020 so option can be available for September 2021 intake.	MCI GPD, Faculty Members and the Grad Committee of Glendon Council	Report on outcomes in 18-month Follow-up Report due December 2021.
9.	That the program conceptualize itself as	Substantial efforts have already occurred and should continue to	MCI GPD, Faculty Members, and AD Grad/Research	Report on outcomes in 18-month Follow-up Report due December

				2021.
	York core faculty and highly capable part-time instructors in teaching and research/professional contributions.	maintain the existing cadre of highly qualified instructors; continued development of the T3 workshops to ensure best practices of research-informed pedagogy.		2021.
10.	That the program enact continuous improvement, to maintain the program's excellent standing.	The program should prepare an annual report on the quality of instruction and other matters.	MCI GPD, Faculty Members, and AD Grad/Research	Report on outcomes in 18-month Follow-up Report due December 2021.
11.	That revenue options be evaluated to ensure adequate resources for program.	The Office of the Principal and program consider funding opportunities and the streamlining of annual course offerings.	MCI GPD and AD Grad/Research/Principal's Office	Report on outcomes in 18-month Follow-up Report due December 2021.

YORK UNIVERSITY
Final Assessment Report

Art History (BA, BA Honours)
Visual Art (BFA)
Art History and Visual Culture (MA and PhD)
Visual Art (MFA and PhD)

School of Arts, Media, Performance and Design

Cyclical Program Review – 2011 to 2019

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

Program(s) Reviewed:
Art History - BA (includes minor)
Visual Arts - BFA (includes minor)
Art History - MA
Art History & Visual Culture – PhD
Visual Arts –MFA, PhD,
Combined MBA/MA/MFA) (Schulich and Art History/Visual Art)
Graduate Diploma in Curatorial Studies in Visual Culture

Reviewers appointed by the Vice-Provost Academic:

- Dr. Patrick Mahon, Department of Visual Arts, School for Advanced Studies in the Arts and Humanities, Western University
- Dr. Johanne Sloan, Department of Art History, Faculty of Fine Arts, Concordia University
- Dr. Marlis Schweitzer, Department of Theatre, York University

Cyclical Program Review Key Milestones:
Cyclical Program Review launch: September 2018
Self-study submitted to Vice-Provost Academic: Draft on Aug15/ Final on Sept 23, 2019
Date of the Site Visit: December 2-3, 2019
Review Report received: February 4, 2020
Program Response received: March 31, 2020
Dean's Response received:

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2020

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

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

SITE VISIT: December 2-3, 2019

The reviewers met with the following individuals, Alice Pitt, Vice Provost Academic; Thomas Loebel, Dean of the Faculty of Graduate Studies; Sarah Bay Cheng, Dean; Mike Zryd, Chair of Graduate Program Directors for AMPD; Sarah Parsons, Chair of Visual Arts and Art History (VAAH) and the department's two Graduate Program Directors: Barbara Balfour (Visual Arts) and Anna Hudson (Art History). Meetings were held with the full-time Studio faculty and with full-time Art History faculty, as well as with York University librarians. The reviewers toured the studio and workshop facilities with Visual Art faculty members David Armstrong and Brandon Vickerd as well as Facilities Manager Terry Wright. The reviewers met with a group of undergraduate students, a group of graduate students and with the staff in the department.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (December 2021) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2026 with a site visit expected in the Fall of 2027 or Winter of 2028.

PROGRAM DESCRIPTION AND STRENGTHS:

The Department of Visual Art and Art History offers direct entry into a BFA in Visual Art and a BA Honours in Art History. The core program in VAAH is the BFA (founded 1969). In the 1990s the BA (90 credits) was introduced in order to provide a way for students to graduate even if they could not complete the full BFA. Although art history has always been a significant component of the department and studies courses were and are still a substantial requirement in the BFA, the BA in Art History was established in 2002. At the graduate level, the department offers an MA and PhD in Art History and Visual Culture and an MFA and PhD in Visual Art. The PhD was launched in 2008. In 1999, the combined option for MA/MFA/MBA was established. Students may also purse the Graduate Diploma in Curatorial Studies in Visual Culture (2003).

The reviewers' overall assessment of the Department is, "that it is a vibrant pedagogical environment and that the programs provide students with the creative and intellectual foundation they need to flourish as individuals, and to succeed in their careers."

The reviewers made the following observation about the art history programs:
The Department has developed and sustained a strong undergraduate art history program, in spite of faculty retirements on the one hand, and diminishing enrolment on the other. The emphasis on Modern and Contemporary Art is has proved to be a

successful strategy, and this area of concentration will be enhanced by the curatorial stream currently being worked out.

About the graduate programs, they said this, "Grad students in Art History are fortunate to be able to work with excellent scholars, and the evidence suggests that they receive solid training, and good mentorship."

About the studio programs, the reviewer noted:
Students at all levels are fortunate to be working within Studio programs being led by artistically and intellectually dedicated and highly capable faculty. The quality of research activity at York being generated by both faculty and students is impressive. In recent years the program has generally maintained a character of rigour even in the face of some significant faculty reductions, enrolment challenges, and other demanding changes. Recent hires are a promising indicator of the commitment of the University to the program.

The reviewers made recommendations that are intended to identify specific problems or gaps, in order to help strengthen the existing programs, and to ensure that student experiences remain positive. Regarding the graduate art history programs, they said, "Student experience could be strengthened, however, while the redistribution of supervisory responsibilities amongst all faculty members would alleviate what is currently an unsustainable situation." For the studio programs, thee reviewers indicated, "the discussions around further renewal and innovation that are reflected throughout this document are important and must be acted upon to ensure the sustained strength of the studio area."

RECOMMENDATIONS AND RESPONSES:

The recommendations are numbered sequentially, but organized by program as follows:

Art History (BA) 1-6
Art History and Visual Culture (MA, PhD) 7-12
Visual Art (BFA) 13-15
Visual Art (MFA/PHD) 16-25
All studio programs 26,27

ART HISTORY PROGRAMS: BA, MA, PhD

Undergraduate Program - BA in Art History

Recommendation 1
Questions about Indigenous history, culture, and art have become central to the practice of art history across the country. The reviewers recommend that the Department continue to request a Tenure-track Indigenous position from the university.

Program Response
The program agrees and notes that the departmental hiring plan includes a request for an Indigenous Art History hire to be submitted after the upcoming cluster hire in Critical Race Studies.

In the meantime, the department is working with Professor Lisa Myers, a prominent artist and curator in the Faculty of Environmental Studies to discuss the possibility of cross-listing some of her courses.

Dean's Response
The Dean agrees with the plan for action, including cross-listing courses and other collaborations with the newly created Faculty of Environmental and Urban Change (EUC). Faculty complement planning in critical race studies in the arts should continue for hiring in 2021 or perhaps later due to the COVID-19 crisis.

Recommendation 2

The Department should continue to augment course offerings related to diversity and non-Western areas of research.

Program Response
The program has drafted an art history position in art of Africa and the African diaspora that is hoped will be part of an upcoming AMPD cluster hire in Critical Race Studies. In addition, the department is working on language for the studio positions that will address non-Western practices. Given that many non-Western artistic traditions are more integrated than Western art practices, they will also continue to work with colleagues in Music, Theatre, and the other AMPD departments to see if there might also be collaborative possibilities for course offerings as well as hires.

Dean's Response
The Dean notes that this focus is a key component of forthcoming strategic planning for AMPD.

Recommendation 3

An undergraduate, upper-level methodology course should be introduced.

Program Response
With additional teaching stream capacity and expertise in art historical methodologies, the department will now develop a 3000-level methodology course in art history to be required of BA students. Not only will this provide an anchor for the program, it will also support community building among the art history cohort.

Dean's Response
The Dean supports the recommendation to create a distinct methodology course.

Recommendation 4

The Department should explain more clearly the relationship between the Public History Certificate and the curatorial stream currently under development.

Program Response
The program acknowledges this advice as helpful. The public history certificate and the potential curatorial certificate are quite different, but there is an appreciation of the need to be clear on this for students. The department envisions the "Art and Curatorial Practice" certificate as focusing on the program and display of art, including visual art, performance, moving images, computational arts. The certificate will likely be open to other AMPD students and will focus mainly on contemporary practices. The public history certificate really focuses on history although it can encompass students working in cultural history or the social history of art. The new undergraduate placement course will be central to the forthcoming "Art and Curatorial Practice" certificate as a capstone course utilizing the Joan Goldfarb Visual Arts Study Centre and York's art collection. Through the Joan Goldfarb Visual Arts Study Centre Placement students will gain experiential education observing, researching, documenting, and programming (on-site and on-line) the university collection and beyond.

Dean's Response
The Dean agrees with the distinction presented above and suggests that this be clearly articulated in the online information as part of the revised website process.

Recommendation 5

In developing the curatorial stream, the Department should explore the potential for collaboration with Visual Art faculty and students, in the form of cross-listed courses, parallel courses (dealing with similar topics), and or curated exhibitions involving students from both the BA and BFA programs

Program Response
Like all VAAH programming, the Visual Arts faculty will be a part of these discussions. The BFA students are likely to be a significant, and perhaps even the largest, contingent of students enrolling in the certificate. Given the extent to which exhibiting work is a core component of the Visual Arts capstone 4090 courses, it may make sense to build those into the curatorial certificate. The majority of undergraduate students are in fact studio majors. A more fulsome opportunity for collaboration exists at the master's level where incoming studies students are keen to develop closer curatorial contacts with the MFAs. The annual MFA show at the Varley Art Gallery will be developed in this regard in addition to on campus opportunities for on-site and on-line curation.

Dean's Response
The Dean supports the recommendation and intends to follow up in the School's annual reviews.

Recommendation 6

With regard to student dissatisfaction with advising through the Office of Advising and Student Services in AMPD (OAISS), the Department should assess how to help students navigate the system more easily.

Program Response
There are opportunities to assist students with advising in two key areas. The first is administrative. VAAH and AMPD more generally needs to provide better online flowcharts and access to process and forms for students who are selecting courses, hoping to study abroad etc. Many of the necessary forms for these at York require they be printed out or emailed around when an online portal with MACH forms would be far easier and more efficient for students, faculty and staff. The department will work with the Dean's Office to clarify what kinds of supports the Undergraduate program assistant can offer to students within VAAH.

Starting in fall 2020, the department will pilot a faculty advising program for incoming students. Each faculty member will take a portion of the incoming class, connecting with them in the summer by email and in person, if possible, to help guide them to the best courses for their interests and goals.

Dean's Response

The Dean supports the proposed first-year advising plan presented and more clearly articulated pathways through the major. The latter should be a part of every program's website.

Recommendations - MA in Art History, PhD in Art History and Visual Culture

Recommendation 7

It is recommended that the Department try to ensure a better rotation of graduate classes, to avoid repetition within a two-year cycle.

Program Response

Course repetition supports the Graduate Diploma in Curatorial Studies which will now consist of 4 required courses annually: Museum & Gallery; Curatorial Practice; the Goldfarb Summer Institute; and a Placement. All but one of 48 4000-level courses, a few of which are rotated each year, have a graduate-level course code as well, which means MA students have a much broader range of graduate course offerings than presumed. Doctoral students are discouraged from pursing the 4000/5000 split-level courses; however, upper level graduate courses across AMPD and the university at large are available.

Regular meetings of the AMPD Grad Committee allow for coordinated course offerings

and the creation of a shared repository of courses with spaces for out-of-program students. Discussion continues within the Committee for Pan AMPD graduate courses, notably an umbrella 3-credit course on *Theoretical Issues*. Meetings with the PhD students confirm that a degree handbook outlining this information is essential. Of note, the same is required for MA students.

Dean's Response
The Dean supports the Departmental response regarding course rotation and the Department's suggestion to create a pan-Faculty theory course and degree handbook.

Recommendation 8

The reviewers recommend that PhD students be actively encouraged and enabled to register for doctoral courses across the School of Arts, Media, Performance, Design**.**

Program Response
Please see response to recommendation 8 regarding the coordinated efforts of the AMPD Grad Committee to share course offerings for non-program students. Doctoral students are additionally encouraged to enroll in courses across the university, and in unique cases, at other Ontario universities utilizing the Ontario Visiting Graduate Student (OVGS) program, as well as experiential education Placements. Of note, each doctoral student pursues a unique course trajectory intended to support their progress towards their comprehensive exam, dissertation proposal writing, field research and dissertation, thus no single set of courses supports all students.

Dean's Response
The Dean agrees with the Department that this recommendation is currently supported within the existing program structures. To be followed up in the School's annual review.

Recommendation 9

It is highly recommended that the Department openly raise and discuss the question of graduate supervision, since the status-quo situation whereby some faculty members supervise dozens of students, while others hardly supervise at all, is inequitable, and will surely lead to the burn-out of some colleagues.

Program Response
The Art History & Visual Culture program needs to implement clearer criteria for faculty appointment to the Faculty of Graduate Studies. Currently, FGS recommends that – at minimum – candidates for appointment to the Faculty of Graduate Studies must:
- hold a PhD (or equivalent) degree or otherwise have demonstrated achievement as a researcher, scholar, professional or artist in accordance with the expectations of the discipline
- demonstrate that he or she is continuing to make a contribution to research or scholarship or professional or artistic activity as evidenced by a clear process of

peer review and critical analysis
- and where previously engaged in graduate teaching or supervision, demonstrate satisfactory performance as an instructor and/or supervisor.

Once applied to the AHVC program, only 7 of 9 current faculty members would actually qualify. Faculty members who do not qualify could relieve the workload pressure of their peers by picking up additional undergraduate teaching and / or departmental committee work. This would require a stringent review of research offload applications that allow faculty who are actively engaged in research to receive a reduced course load.

Dean's Response
The Deans expressed concern about supervisory inequities and appreciates the Department's suggestion that the research release guidelines (Article 18.15 in Collective Agreement) in VAAH should be revisited to more equitably distribute teaching and student supervision. Since these guidelines are created collegially within departments, the Deans recommends the Department revise these for the next release cycle.

Recommendation 10

Providing doctoral students with a clearer set of degree progress milestones and developing a stronger system of enforcing existing milestones could help with time to completion rates.

Program Response
A doctoral program handbook and diligent completion of program milestones reports are key next steps to be implemented for the fall of 2020.

Dean's Response
The Dean fully supports the creation of a doctoral program handbook.

Recommendation 11

The reviewers recommend that the outcomes of the Summer Institute be shared with the Department as an example of successful studies/practice exchange.

Program Response
The department acknowledges this as really helpful suggestion. The department has often taped the lectures for use in courses and has always requested the support of AMPD's publicity team to disseminate information about the seminar, guests, and public lectures. The department will work to see how it might better showcase student work that results from these seminars. The Summer Institute will be offered online in 2020, with Zoom participation from planned guests when possible. The public events are postponed until the university re-opens and international travel is possible. Instead of individual lectures and studio critiques, the department is exploring the idea of involving

graduate students in panel discussions and other more collaborative events with the visiting scholars, curators and artists which should help to address some of the concerns of this recommendation and may chart a new model for future Institutes.

Dean's Response
The Dean concurs with the recommendation for sharing and further suggest engaging with the Knowledge Mobilization Unit to assist with dissemination of these events. Highlights from the SI can also be shared via the Faculty's social media and other communications.

Recommendation 12

The reviewers highly recommend that the Department allocate a large-scale study hall, or a suite of shared offices, for the use of Art History graduate students, who currently do not have adequate spaces for work and study.

Program Response
York University's Organized Research Units (ORUs) provide both workspace and interdisciplinary student engagement opportunities. AMPD's own, Sensorium, has a bookable workspace for graduate students on 4th floor of the Centre for Fine Arts building. This space is outside of the locked hallway of VAAH and is accessible by key card. This workspace also provides graduate students with the opportunity to connect with and work alongside others. Current PhD students are also members of Cerlac (Centre for Research on Latin America and the Caribbean), YCAR (York Centre for Asian Research); and Robarts Centre for Canadian Studies – all of which office or carrel space, and quiet informal study space.

The Department has a few small offices which are currently assigned to individual PhD students in Visual Arts. The Department will look at the feasibility of using these as shared workspaces that would be could be assigned to any VAAH PhD student for one day a week. That would enable PhD students to have a space to work and meet with students in their tutorials on their teaching day and ensuring that the limited office space is used as efficiently as possible.

Dean's Response
Work space for graduate students is needed. However, current space is limited. To address questions of space allocations and equity, I propose to undertake a comprehensive environmental scan and space plan for AMPD. In the meantime, suitable space will be allocated to PhD students pending this review.

VISUAL ART PROGRAMS: BFA, MFA, PhD

Recommendations, Undergraduate Program (BFA)

Recommendation 13

Ensure promotion of BFA is targeted to opportune constituencies, re: Recruitment

Program Response
With the support of AMPD's recruitment team, the department will expand its recruitment activities in fall 2020. In the past, the focus has been on the relationship with arts focused high schools, but this will be expanded. In light of the pandemic, the annual conference of Ontario Art Teachers, a two-day on campus even was cancelled.   The Department is working with York alumni relations to build a reliable list of our VAAH alum currently teaching high school art so the program can reach out and begin to build new reciprocal relationships.

Dean's Response
The declining enrolments in the Visual Arts BFA continue to be a concern. The Dean supports the efforts described above and recommends additionally that target marketing be increased in relevant publications among other recruitment efforts, including a planned outreach campaign planned to begin August 2020.

Recommendation 14

Consider thematization and interdisciplinarity at other levels of BFA, besides First Year, and establish alongside retaining some medium-specific teaching

Program Response
Starting in 2020/21, AMPD has set a school-wide annual theme to be showcased in lectures, performances, exhibitions. Faculty are invited to integrate the theme into their courses through assignments, lectures or special events. The first annual theme is climate change and VAAH hopes faculty will take this opportunity to encourage students to work across media and to develop a wider context for their work.

Dean's Response
The Dean supports this suggestion and the broader move to create pan-Faculty themes, generating additional connections and collaborations.

Recommendation 15

Ensure Moodle is used consistently across all Studio courses; ensure workload for Foundation course is balanced to be manageable for students while setting high expectations, including regarding work ethic.

Program Response
This recommendation presents two helpful if distinct recommendations. The department agrees that Moodle is a particularly useful tool for studio courses. For instance, in many classes, providing videos of technical demonstrations online offers students the opportunity to review techniques or equipment instructions until they feel comfortable

that they have mastered the skills. For students with language barriers or in courses where students have different experience levels this online support is all the more important. Even before the pandemic, the department was encouraging all VAAH faculty to explore the possibilities of Moodle and other e-learning tools, and this is a special focus of the teaching stream hires.

The second recommendation is equally welcome. As of fall 2020, the team for this course will include two teaching stream faculty who will work with a 3rd experienced faculty member to create three interrelated units. The Teaching Assistants for the course will return to the original model in which they stay with a single section of students for the whole term as the group moves through the different units. The Course Directors will work closely with the TAs to map out the work habits and skills necessary for success in our BFA.

Dean's Response
The Dean supports the departmental response and proposed course of action.

Recommendations, Graduate Programs (MFA and PhD)

Recommendation 16

Revisit MFA Supervision scheme to ensure optimal availability of Studio faculty, and integration with student schedules

Program Response
The department has been actively reviewing the MFA Supervision scheme The Department remains committed to the importance of graduate supervision by committee, considered to be a strong aspect of the graduate program by both faculty and students. However, the unusually high number of faculty on sabbatical in the 2019/2020 academic year posed certain challenges. Teaching faculty were asked to assume higher than normal supervisory loads, resulting in some anomalous scheduling issues. This is not symptomatic of a larger issue as once meetings take place, students' satisfaction seems to be high. The department will continue to review the MFA Supervision scheme but are concerned about dilution of a supervisory structure proven to be beneficial to students' progress.

Dean's Response
The department notes that this year's experience was anomalous and recommends a review of supervisions on an annual basis with a mid-year GPD check-in with students to ensure that all students have adequate access to faculty and are receiving timely feedback for their progression.

Recommendation 17

Revisit PhD Supervision and Teaching scheme to ensure optimal availability of VA faculty, and opportunities for supervision and teaching from other AMPD faculty.

Program Response
Much of what is included in the response to Recommendation 16 also applies here. However, the demands of PhD supervision, compared to MFA supervision, require a greater and longer-term commitment by faculty. It is true that the majority of PhD supervisions have been undertaken by a limited number of faculty members. It should also be noted that other AMPD faculty often participate as members of Visual Arts supervisory committees. The challenge of matching supervisors to PhD students has been noted, and in PhD interviews this year prospective students were asked to discuss potential advisors more than in past years. The department agrees that more work will be done on facilitating the formation of PhD supervisory committees.

Dean's Response
Increasingly, programs are aligning their graduate admissions with supervisors, for example, listing on the website which faculty are currently accepting students for PhD supervision so that students are connected with available faculty upon entering the program. The Deans suggests that the assignment of graduate supervision be made prior to student admissions. Of course, a supervisor could change but this would prevent accepting more students than can be managed by the currently available faculty.

Recommendation 18

Hold end-of-term public critiques with guest critics for the MFA cohort; various models can be tested, alternated etc.

Program Response
End-of-term public critiques were initiated and held during the previous tenure of the current GPD, and also took place in December 2019 for MFA Year 2 students. A similar end-of-term public critique was slated to be held in early April 2020 for MFA Year 1 students but was unfortunately postponed due to the closure of the university due to the COVID-19 outbreak. The critiques will continue when classes resume, with variations on the mode of presentation to be determined by the cohort of students in question.

Dean's Response
The Department currently follows the recommendation. No need for further action.

Recommendation 19

Ensure schedule of PhD-VA milestones is clearly articulated; consider establishing some more autonomy for PhD-VA students relative to MFA's, including by fostering interdisciplinary connections in AMPD.

Program Response
The Department agrees that the PhD milestones should and could be better articulated. One challenge is the idiosyncratic and personally defined nature of each PhD candidate's practice-based research (involving exhibitions, performances, and/or publications) along with other research. While deadlines for completion of coursework, as well as those for the Comprehensive and Dissertation exams and papers are clearly set, there is no mechanism in place to ensure they are met. The current Graduate Program Director (GPD) notes that PhD candidates tend to stay on course up to and including the Comps, but often lose momentum afterwards. Some students reach 5th or 6th year without adequate progress, which should be noted by supervisors in annual progress reports; this is not reported accurately enough. There is a need for supervisors to address the lack of students' progress before an issue is flagged by the GPD. Better communication is needed.

Autonomy for PhD students, with respect to coursework and other student interaction, would come about if a repository of AMPD (and pan-university) graduate courses were readily available. Such an initiative was discussed in the early years of the AMPD Graduate Council, around 2014; so far, only word of mouth announcement of AMPD grad courses has been facilitated. There might have been more interchange possible among various AMPD Summer Institutes in Spring/Summer 2020. However, to date our program's Summer Institute is the only one not to be cancelled due to the university closure; this course is being taken online for the first time in order to maintain its delivery for students requiring it to complete their degree coursework. It should be noted that Sensorium is a valuable nexus for interdisciplinary AMPD interchange, which should be taken advantage of more by our program.

Dean's Response
Some of concerns here may be addressed by having a dedicated supervisor prior to admission. One solution could be to require a "course plan" for each student by the end of the first year, however, the drop-off following comprehensive exams suggests that this may also be connected to supervision and perhaps the overburdening of a few colleagues.

Recommendation 20

Clarify whether Research-Creation is a "required" and overarching methodology for all the graduate Studio programs

Program Response
The Graduate Program in Visual Arts is clearly defined as a practice-based program, with a strong focus on research-creation. Research Creation is not viewed as a "requirement," but rather as a core value of the program. The notion of 'research' is upheld in an expanded sense, to include a range of material-based, process-based, and theoretically informed approaches, to name but a few. Anecdotally (in discussion with PhD and MFA students in the Methods in Research-Based Practice seminar) students respond well to this pluralistic view of what research can mean within an artist's

practice. PhD students in particular chose this graduate program over other alternatives due to its strong research-creation identity.

Dean's Response
The Department's response adequately addresses the recommendation.

Recommendation 21

Consider substitutions for MFA/PhD-VA cross-listed courses that could include courses with Art History or other AMPD PhD students.

Program Response
Even before the current CPR it was noted that the sustainability of graduate program offerings depends on more integration of Visual Arts and Art History offerings. Although there is a tradition since the inception of the Visual Arts program of having both Visual Art and Art History faculty teaching required courses to Visual Arts PhD and MFA students, some of the individual classes' enrollment could be higher. In the past, efforts were made to publicize some of the offerings, such as the Methods in Research-Based Practice seminar, to other graduate programs; this led to students from Critical and Disability Studies, Environmental Studies, and elsewhere enrolling, for a dynamic interdisciplinary interchange. However, as noted above, a comprehensive online graduate course repository needs to replace word of mouth efforts.

Dean's Response
The need for better communication regarding graduate course offerings is again noted. See discussion for Recommendation 17.

Recommendation 22

Advocate for clarity with FGS regarding transcripts of MFA & PhD-VA award-recipients.

Program Response
The Department is not aware of issues concerning transcripts of MFA & PhD-VA award recipients. There are specific GPA thresholds for both SSHRC and OGS; however, in cases where students' GPAs do not meet the requirements, the GPD has written a short rationale, citing reasons for anomalous grades or, for example, indicating professional experience that offsets low grades, often from degrees obtained a decade or more ago. These rationales are often successful, in that they lead to students receiving awards. There might be some confusion on the part of the students, contributing to their perception that FGS does not appropriately evaluate their transcripts; however, it is not in keeping with what the GPD or GPA have found, or in keeping with communication from our program to the students.

Dean's Response
In light of the program response and in consultation with FGS, this seems to be related to communication with students.

Recommendation 23

Consider reducing the number of MFA Committee members to 3 and fostering more intensive contact with fewer members.

Program Response
The department provides this clarity about the MFA committee structure. MFA Year 1 students have two assigned Visual Art faculty members on their core committee, with studio visits twice in Fall Term and twice in Winter Term. In addition, those students have two other assigned studio visits, once in Fall Term and once in Winter Term, each time with two other faculty members. This structure ensures that MFA Year 1 students have intensive and ongoing contact with at least two faculty members and meet at least four other faculty members. This does not preclude additional studio visits being set up with additional faculty members.

At the end of their first year, MFA1 students form a committee of their own choosing for second year. The MFA1 students meet with the three committee members (two from Visual Arts and one from 'outside', whether from Art History, another AMPD or York program, or a Toronto-based artist, critic, or curator.) The only time any MFA student has a committee of four is on the day of the MFA oral exam.

Dean's Response
The recommendation is consistent with present practice.

Recommendation 24

Establish mechanisms/curriculum to enhance research-focused integration opportunities for Art History and Studio students.

Program Response
One mechanism for enhancing research-focused integration opportunities for Art History and Studio students is Sensorium, the Centre for Digital Arts and Technology, which provides the space, resources, and network for this to occur. It is an admittedly underused resource, at least by graduate programs; this should be addressed. Integration involving the Art History and Visual Arts graduate students at the level of the Gales and Special Projects galleries is lacking; it has happened sporadically in the past and largely depends on the will and interest of the GPDs and graduate students involved. Perhaps the curatorial stream of the Art History graduate program could suggest and initiate possible AH an VA collaboration. Collaborative symposia could also take place at the PhD level that would better integrate the two programs, and in fact capitalize on pre-existing affinities.

Dean's Response
The Dean agrees with the recommendation to integrate the two programs better and

support the possibilities offered here, including engagement with Sensorium and the creation of collaborative symposia.

Recommendation 25

Ensure that the graduate supervisory role of Teaching-Stream faculty is clear and understood Departmentally.

Program Response
This is an excellent suggestion, and one that the Department will address. Although FGS guidelines are clear on this issue and should be clear to faculty members, better communication between the GPD and graduate supervisions could clarify expectations and responsibilities. A handbook for supervisors could be developed to ensure this, in addition to more discussion around timelines and progress reports.

Dean's Response
The Dean concurs with this recommendation and supports the Department's plan to create specific guidelines within a supervision handbook. Additionally, the Associate Dean, Academic has planned upcoming consultations with all AMPD teaching stream colleagues. Specific guidelines regarding supervision should be included in guidelines.

Recommendations, all Studio Programs

Recommendation 26

Consider a "cross-over" hire in Curatorial Practice, linking Art History & Studio, as an encouragement to enrollment enhancement and retention

Program Response
The department is not convinced that a new hire in this area should be a high priority. Current faculty in Curatorial Studies and Practice do provide links between studio and studies. Jennifer Fisher regularly teaches the Visual Arts graduate seminar in theoretical issues, serves on visual art grad committees, and works with a majority of BFA students in her 3000 level Curatorial Practice course. Studio faculty member Janet Jones, who holds a PhD in Art Criticism, will teach the AH curatorial workshop side of the Goldfarb Summer Institute in 2022. In the Visual Arts 4090 capstone courses, area shows and Open House, studio faculty provide mentoring to students about the practical and conceptual challenges in exhibiting artwork.

The Department would like to increase course offerings in curatorial studies and practice and is hoping that this goal can be achieved alongside the highest priority which is to have more diversity among the faculty and course offerings. Future position postings will certainly encourage those with curatorial experience to apply.

Dean's Response
Given the current enrolment trends, additional hires in new areas will likely not be possible in the near term. The Dean agrees with the Department's recommendation to prioritize hiring in areas that will bring greater diversity to the faculty complement and support core yet underserved areas of the curriculum and agrees that the hiring needs are more urgent in the areas noted above.

Recommendation 27

Ensure that Media Art is covered by VAAH faculty, or through a collaborative arrangement within AMPD.

Program Response
The department is thrilled to offer a new 3000 level art history course in 2020/21 on New Media Art. This course will be taught by a senior PhD student next year, but there is capacity within existing faculty members to continue this course offering in future years and hope this will attract not only VAAH students but also students from Computational Arts and Media Arts. On the studio side, photography, video and sound art courses are already cross listed with Media Arts. The department is working with Computational Arts and with Media Arts to identify computational and media arts courses in those programs that would be suitable for VAAH students; to date, the focus has been on creative coding and animation.

Dean's Response
The Dean fully supports greater connection and collaboration across Computational Arts, Media Arts and VAAH to enhance student opportunities in media arts and studies in the Faculty.

IMPLEMENTATION PLAN
The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in June 2020.

	Recommendation	Action	Responsible for Follow-up	Timeline
	FOR BA ART HISTORY			
1.	That the Department continue to request a Tenure-track Indigenous position from the university.	1. Connect with the Faculty of Environmental and Urban Change (EUC) to support future collaborations (Summer 2020) 2. Propose cluster hire (June 2020)	1. VAAH Dept. Chair in consultation with ADA 2. Dean	Complete by September 2020. Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
2.	That the Department continue to augment their course offerings related to diversity and non-Western areas of research.	1. Cluster hire recommendation 2. Inter-departmental facilitation	1. Cluster hire: Dean's Office in consultation with Provost 2. Inter-faculty facilitation: ADA, Dean in collaboration with department chairs	Activity through remainder of 2020. Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
3.	That an undergraduate, upper-level methodology course be introduced.	Develop a distinct methodology course.	Department, Associate Dean Academic	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
4.	That the relationship between the Public History Certificate and the curatorial stream under	1. VAAH to forward the necessary language to AMPD communications	1. VAAH Department Chair	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.

	development be clearly described.	2. Revise website with additional information	2. Asst. Dean – Strategic Communications and Recruitment (SCR)	
5.	That the potential for collaboration with Visual Art faculty and students with students from both the BA and BFA programs be explored.	Dean to follow-up with Department on progress in the School's annual review.	Associate Dean Academic, Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
6.	That advising be assessed and improved.	1. Create online forms for necessary advising forms, wherever possible; Department can prioritize these to Asst. Dean SCR. 2. Follow-up with VAAH faculty advisors and Director of Student Engagement for consistency and coordination of advising; including awareness of the Civitas-Inspire tool, which supports advising appointments, records and referrals; 3. Post program pathways on Department website as part of website revision; 4. Follow up on VAAH advising program, year 1	1. Director of Student Engagement in consultation with Department Chair 2. Director of Student Engagement, ADA 3. Asst Dean SCR 4. ADA, Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.

	FOR MA, PHD ART HISTORY AND VISUAL CULTURE			
7.	That a rotation of graduate classes be considered so as to avoid repetition within a two-year cycle.	Continue careful rotation of courses to ensure required two/third minimum of graduate only courses, and also the: 1. Creation of Pan-AMPD *Theoretical Issues* courses 2. Creation of VAAH degree handbook	1. GPD in Art History in consultation with Department Chair, AMPD Chairs, Grad Council, ADR & AAPPC 2. GPDs in consultation with Department Chair, ADR	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
8.	That PhD students be actively encouraged and enabled to register for doctoral courses across AMPD	Review enrolments across AMPD as part of School's annual review with Chair.	GPD Art History	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
9.	That the graduate supervision assignments be reviewed.	1. Department to review and revise research release criteria 2. Department to submit process for assigning graduate supervision, including proposals for equalizing workload 3. Review in annual meeting with Chair and GPD	1. Department Chair 2. GPD in consultation with Chair 3. Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.

10.	That doctoral students be provided with a clear set of degree progress milestones that are enforced.	As recommended, Department and GPDs to create doctoral handbook by fall 2020. Follow up in the School's annual review.	Departmental Graduate Program Directors, ADR	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
11.	That the outcomes of the Summer Institute (SI) be shared an example of successful studies/practice exchange.	1. Share information and highlights from SI with Knowledge Mobilization Unit and Asst. Dean SCR 2. Follow up in the School's annual review	1. GPDs should hold key responsibility with support from Chair and SI instructors 2. Asst. Dean SCR	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
12.	That the Department allocate space for the use of Art History graduate students.	1. Allocate temporary space for 2020/21 academic year 2. Undertake space plan for AMPD	1. GPDs and Chair in conversation with Dean's Office 2. Head of Facilities in conversation with all department chairs 3. Department chairs 4. Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
	FOR THE BFA PROGRAM			
13.	That promotion of BFA is targeted to opportune constituencies.	1. Review recruitment strategy with department chair and area head 2. Draft language for outreach campaign and marketing 3. Include as part of targeted outreach in planned media campaign	1. Chair, area head, Dean, Asst. Dean SCR 2. Chair, area head, Dean 3. Dean & Asst. Dean SCR	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.

14.	That the undergraduate BFA program consider thematization and interdisciplinarity at other levels besides First Year.	AMPD to announce faculty wide theme in June 2020. As specific plans develop, these should be shared and circulated among departments and the broader Faculty and University community.	1. Dean's office; department chairs, Asst. Dean SCR 2. Department chairs, Asst. Dean - SCR	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
15.	That Moodle be used consistently across all Studio courses and that workload for Foundation course is manageable for students while setting high expectations, including regarding work ethic.	Continue to encourage use of Moodle. Department to pursue proposed Fall 2020 team for studio course.	Department Chair with appropriate departmental colleagues; review with the Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
	FOR GRADUATE STUDIO PROGRAMS (MFA, PHD)			
16.	That the MFA Supervision scheme be reviewed to ensure optimal availability of Studio faculty and integration with student schedules.	Review supervision roster annual with mid-year check in with students to ensure timely progression. Report to Dean in the School's annual review.	GPD, Chair, Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
17.	That PhD Supervision and Teaching be reviewed to ensure optimal availability of VA faculty and other AMPD faculty.	Revise admissions process so that incoming PhD students have a dedicated and assigned supervisor at the start of their program.	GPD and graduate faculty in VA PhD in consultation with Dept. Chair Dean	Implementation for Fall 2021 incoming class. Report on outcomes of actions in the 18-month

				Follow-up Report due in December 2021.
18.	That end-of-term public critiques be held with guest critics for MFA students.	This activity already in place.	n/a	n/a
19.	That PhD milestones for visual arts students are clearly articulated.	Ensure status of student progress is discussed with GPD. Earlier supervisor assignment (see recommendation 17) should help. Departmental review of recommendations to be completed by May 2021.	GPD, ADR in consultation with Dept Chair	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
20.	That there be clarity about whether Research-Creation is a requirement.	Program already defined as a practice-based program. No further action required.	n/a	n/a
21.	That there be consideration for substitutions for MFA/PhD-VA cross-listed courses.	See recommendation 17.	See recommendation 17.	See recommendation 17.
22.	That a discussion about transcripts for award recipients be undertaken.	Review related communications in department and with FGS to ensure clarity with follow up at School's annual review.	GPD, Dept Chair; annual review with Dean by August 2020.	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.

23.	That the program consider reducing the number of MFA Committee members to 3 to foster more intensive contact.	The recommendation is consistent with present practice.	n/a	n/a
24.	That the program establish mechanisms/curriculum to enhance research-focused integration opportunities for Art History and Studio students.	Department to consider recommendations in detail and implementation options. Discuss with Dean at School's annual review.	GPDs and Dept. Chair; consultation with Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
25.	That the graduate supervisory role of Teaching-Stream faculty is clear and understood Departmentally.	Establish supervision guidelines and include in supervision handbook. For discussion in School's annual review.	Dept. Chair, GPDs, ADA	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.
	FOR ALL STUDIO PROGRAMS			
26.	That consideration be given for a "cross-over" hire in Curatorial Practice, linking Art History & Studio.	Recommendation not accepted at this time. Hiring to be focused in priority areas noted in recommendations 1 and 2.	n/a	n/a
27.	That Media Art is covered by VAAH faculty, or through a collaborative arrangement within AMPD.	New Media Art course to be offered in 2020/2021; discussion about collaborating on courses is ongoing.	VAAH Dept. Chair in consultation with relevant chairs, ADA, and Dean	Report on outcomes of actions in the 18-month Follow-up Report due in December 2021.

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 November 19, 2019 and submits the following report to the full Committees.

1. Membership and Chair for 2019-2020

The Sub-Committee's membership for 2019-2020 was confirmed in September as follows:

Joanne Magee, Chair (Member designated by APPRC)
Chloë Brushwood Rose (Member designated by ASCP)
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)

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

All members were present at the meeting.

Professor Magee was confirmed as Chair of the Sub-Committee for 2019-2020.

Since the time of the meeting, Professor Brushwood Rose has stepped down from the Joint Sub-Committee due to other commitments associated with ASCP; a replacement will be sought from among ASCP members.

2. Cyclical Program Reviews (CPRs)

a. Completed CPR: Education (Undergraduate and Graduate)

The Sub-Committee reviewed the Final Assessment Report (FAR) drafted by the Office of the Vice-Provost Academic. Members commented on both process and substantive issues and made recommendations about modifications to be made to the FAR. After a short discussion, the Sub-Committee decided that it was not necessary to meet with members of the program to discuss the CPR. The FAR has now been finalized, reflects discussions at the meeting and is appended to this report.

In executing its mandate, the Sub-Committee endeavors to bring out matters that extend beyond individual programs that have Faculty-wide or pan-University relevance. This is a fundamental perspective to bring to the oversight function since the University Academic

Joint Sub-committee on Quality Assurance
Report to the Full Committees

Plan enjoins us to "develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews)." One such reflection from this CPR was the observation that broad engagement within a program during the CPR process generally culminates in a more reflective and productive outcome. In that vein, members discussed ideas for providing greater support for the CPR process centrally.

b. Follow-up Reports

The Sub-Committee received and reviewed the following five follow-up reports, and was satisfied that programs have paid due regard to recommendations arising from the CPR process:
- Cinema and Media Arts, Undergraduate and Graduate, School of the Arts, Media, Performance & Design
- English Studies, Undergraduate, Glendon
- Environmental Studies, Undergraduate and Graduate, Faculty of Environmental Studies
- English Studies and Creative Writing, Undergraduate and Graduate, Faculty of Liberal Arts and Professional Studies
- Physics and Astronomy, Undergraduate and Graduate, Faculty of Science

Members agreed with Vice-Provost Pitt's proposed course of action regarding a follow-up report that was due in June 2019 but had not yet been submitted; as a result, on November 27, a memo was sent from the Sub-Committee Chair to the Dean of the relevant Faculty requesting the report by December 19, 2019.

3. Revisions to the York University Quality Assurance Procedures (YUQAP)

The Sub-Committee engaged in a preliminary review of proposed revisions to YUQAP and will provide additional feedback to the Office of the Vice-Provost Academic by Monday, January 20, 2020. The Sub-Committee will resume its discussion of the revisions to YUQAP as well as adjustments to the Senate Quality Assurance Policy at its next meeting, likely to be held in February, and begin to consult with the parent committees and other relevant groups within the University on the proposed revisions.

4. Vice-Provost Academic Updates

Vice-Provost Pitt briefed members on a number of items, including:
- as the next cycle of Cyclical Program Reviews begins, the request that programs review their program learning outcomes with a view to highlighting the distinctiveness of each program and providing outcomes that can be assessed, while maintaining alignment with the provincial framework of Degree Level Expectations;

Joint Sub-committee on Quality Assurance
Report to the Full Committees

- a proposal from Lassonde School of Engineering to adjust the schedule of CPRs so that all of its programs would launch their CPRs in September 2023 to allow the CPRs to precede accreditation reviews, with which Sub-Committee members agreed; and

- clarification from the *Ontario Universities Council on Quality Assurance* (Quality Council) that institutions may make minor revisions to institutional quality assurance procedures (e.g. YUQAP) without seeking re-ratification from the Quality Council.

J. Magee, Chair of the Sub-Committee

YORK UNIVERSITY
Final Assessment Report

EDUCATION
Faculty of Education

Education, Undergraduate (BEd) and Graduate Program (MEd, and PhD)

Cyclical Program Review – 2011 to 2018

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

Program(s) Reviewed:
BEd (Concurrent, including with Ryerson, and Consecutive)
BEd Tech
MEd
PhD
Graduate Diplomas

Reviewers appointed by the Vice-Provost Academic:

D. Gereluk, Dean and Professor, Werklund School of Education, University of Calgary
J. Hare, Professor and Associate Dean, Indigenous Education, University of British Columbia
N. Razack, Professor and Associate Dean, Global & Community Engagement, York University

Cyclical Program Review Key Milestones:
Cyclical Program Review launch: September 13, 2017
Self-study submitted to Vice-Provost Academic: February 1, 2019
Date of the Site Visit: April 24-25, 2019
Review Report received: July 8, 2019
Program Response received: August 23, 2019
Dean's Response received: September 18, 2019

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

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

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

SITE VISIT: April 24-25, 2019

The visit was organized around a set of interviews with multiple internal faculty stakeholder groups that included: Alice Pitt, Vice Provost Academic; Lyndon Martin, Dean of the Faculty of Education; Thomas Loebel, Dean of the Faculty of Graduate Studies; Sarah Barrett, Associate Dean, Academic Programs; Laura Crane, Director of Academic Affairs & Operations; Qiang Zha, Graduate Program Director, and faculty members in a focus group meeting. In addition, the reviewers met with faculty members who teach in the Graduate Program in Education and those who teach in Undergraduate Education, the Undergraduate Program Director, the Associate Director Experiential Education, and the Manager of Student Services. The reviewers met with both graduate students in Education (YGSE), and undergraduate students and members of the undergraduate student association (FESA). The following were also consulted: Peggy Warren and Adam Taves, Associate Librarians and Adam Trent, Director, Information Technology Services and Education Resource Centre. An overview of off-site locations was provided that highlighted the Glendon, Wabaan, Catholic Education Center.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. The Faculty is to be commended on its progress on and on-going commitment to Indigenization. A top priority for the graduate program is revision of its learning outcomes. Plans for responding to recommendations are clear and implementation will enhance the quality of the programs and student experience.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (May 2021) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2025 with a site visit expected in the Fall of 2026 or Winter of 2027.

PROGRAM DESCRIPTION AND STRENGTHS:

The reviewers stated that "the Faculty of Education at York University is highly regarded locally, nationally and internationally. It continues to thrive despite political, labour, and financial constraints that have impacted programming. Overall, the Faculty has established an environment for teaching, research, and service to the community that is effective, collegial, and productive." They also acknowledged that "the Strategic Plan of the Faculty of Education (2016-2021) outlines an ambitious set of directives and goals grounded in sound values of social justice and equity, innovation, deepening relationships, inclusivity and diversity, and sustainability."

In considering the BEd the reviewers noted that "the intent to attract a diverse student

body with distinct pathways is reflective of the guiding principles in the Education Strategic Plan, and is evident in the ethos and culture of the faculty" and that "pathways offer a diverse demographic of students into the program. This is clearly its strength." They further commented that "The faculty prides itself on its flexibility and diversity in the electives that they provide, and in the range of courses, and community engaged opportunities that are mandated for undergraduate students."

In considering graduate programs, the reviewers noted "the structure of the graduate program is based on the interdisciplinary principles of literacy, teaching, culture. Given the non-departmentalized structure, the intent is for students to have a cross fertilization of ideas that go beyond disciplinary constructs that may hinder and constrict the ways in which education intersects across disciplinary divides." They also commented the flexibility, which is key to realizing interdisciplinarity, also poses difficulties. Of particular note, faculty commented that there is a delicate balance between enhancing flexibility and responding to logistical issues that create challenges for running such a program. The reviewers further recognized that "there is a will and strong affiliation to the work that faculty do at the graduate level. Notably, the collegiality and appreciation for faculty intellectual freedom is one that was observed by the committee."

About the program and curriculum, the report provided comments under the following headings: Overarching Aims and Purposes, Assessment, Community Engagement, Indigenous Education, External Pressures.

The reviewers urged the program to consider its interdisciplinary positioning, to enhance program coherence, and to continue to address the Truth and Reconciliation Commission's Calls-to-Action including systematically developing Indigenous Education.

RECOMMENDATIONS AND RESPONSES:

Recommendations Summary:
The Reviewers commented, "Building upon the strengths of its individual faculty members, students, and administrative leadership, the recommendations provided are intended to build capacity and elevate beyond the individual achievements by its members, toward a collective vision that resonates with the entire Faculty. Providing space to create collective ownership and responsibility for a collective vision and the principles that have been articulated, will help with future planning and sustainability at undergraduate and graduate levels."

The Reviewer recommendations are listed below, along with a summary of the program and Dean's responses to each.

Recommendation 1

Better clarity is required to articulate the principles of what interdisciplinarity entails. While there is a clear sense of identity and affinity to the notion of interdisciplinarity,

there is less articulation. Faculty need to come together through formalized processes to develop a robust theoretical notion of interdisciplinarity that can be reflected in the program goals, descriptions, and curriculum design.

Program Response
The concept of interdisciplinarity is a contested area. In light of the regulated nature of the undergraduate program, there is less room to use the concept of interdisciplinarity within this program, but opportunities for conversation can create some shared understandings.

The graduate program is broadly defined as "Language, Culture and Teaching;" therefore, there may be more room. Historically, within the Faculty of Education, interdisciplinarity was marked by cross-participation of Education graduate faculty members and other graduate programs in the university, as well as having actively cross-listed courses with other graduate programs. In addition, several graduate faculty members in education continue to hold appointments in other graduate units.

Given this framing, the following will be undertaken:

- the graduate executive committee will be tasked with reviewing its published materials in terms of the concept of interdisciplinarity as well as cross-disciplinary connections.
- following this report, the committee will make a set of recommendations with respect to any curricular and/or marketing actions using the term interdisciplinarity.
- The recommendations will then be discussed by the faculty at large and, based on the collegial process, changes will be made to curriculum and/or marketing materials.

Dean's Response
The Dean supports the program's plan, particularly with regard to the graduate program, though suggest the first point of focus should be the curriculum (with marketing to stem from this) and the question of whether LCT is still the appropriate umbrella. The potential for tension between an underpinning of interdisciplinarity and the more discipline specific graduate diplomas should be a consideration in any review and subsequent actions.

Dean's Recommended Action
As set out by the program with an added emphasis on the curriculum and the relationship of the graduate diplomas to the larger program.

Timeline: 2019-2020 and ongoing

Position Responsible for Action: Associate Dean, Academic and Graduate Program Director

Recommendation 2

The Faculty should utilize a range of mechanisms to approach curriculum mapping and planning beyond the provincial certification requirements that articulates a cohesive program. Suggestions described in the quality enhancement of the Bachelor of Education self-study should be built upon to include establishing multi-section course coordinators or themed-based coordinators, who can formalize the ways in which colleagues can share and create communities of practice. The current informal structures create a burden on individual faculty to initiate, facilitate, and organize ways for faculty to collaborate on curricular and disciplinary matters. A coordinator approach may help organize and mobilize courses and instructors to give much needed coherence.

Program Response
Creating cohesiveness in any program at a post-secondary institution must balance academic freedom with curricular integrity and practical logistical issues. Rather than create a new academic administrative structure, the undergraduate program proposes end of term meetings for multi-section courses to review outlines and make recommendations for future course directors. Once this process recurs a few times, it is anticipated that a sense of shared meanings and history will be established and this will contribute to overall program cohesiveness. For cases in which only one section of a course is offered, the Undergraduate Program Director would identify courses with similar themes and would organize course meetings for these course directors with a structure similar to that noted above.

For the graduate program, we propose a retreat to revise the graduate program learning outcomes to be more specific to our field of Language, Culture and Teaching (LCT) and then mapping current offerings onto them. This task would be undertaken by the graduate executive committee or a reconstituted graduate curriculum committee.

Dean's Response
The Dean agrees that it would be not necessarily effective to add new administrative positions and suggests what is proposed for those teaching in multi-section courses be thought of in terms of developing communities of practice in some form (as recommended by the reviewers) so as to enable and encourage shared ownership and responsibility for course content. Revisiting the Graduate program learning outcomes and mapping courses to these is important and will help clarify and define the value of LCT as a framing concept.

Dean's Recommended Action
Establish communities of practice for BEd. Retreat and follow-up review of graduate program learning outcomes.

Timeline: 2019-2020

Position Responsible for Action: Associate Dean, Academic; UPD; GPD

Recommendation 3

Significantly more work is required to integrate, scaffold and embed Indigenous ways of knowing across undergraduate and graduate programming, and in further Indigenizing the academy. Though expertise is in place, the Faculty must overcome the capacity challenges for professional development of faculty, staff, and students. Expressed plans and commitments should be articulated that respond to the TRC and the university's new Indigenous strategic plan. Establish and build on Indigenous community partnerships to support pathways to Indigenous teacher education, masters, and doctoral programming.

Program Response
The Faculty continues to work towards the integration of the ways of knowing of many different identifiable groups. Indigenizing our programs will always be part of that larger project and aligned with York University's Indigenous Framework.

The Faculty is actively working on the following:
- *Increase the number of indigenous faculty.*
This is on-going. An additional tenure-stream Indigenous scholar has been hired for 2020, and the undergraduate program hires Indigenous course directors for the Indigenous Teacher Education program. Graduates from the Indigenous cohorts in the graduate program have been recruited to teach in undergraduate programs.

- *Enhance the recruitment and academic success of Indigenous students.*
The Indigenous teacher education program and two graduate cohorts (MEd and PhD) are specifically focused on recruiting, mentoring and retaining Indigenous students.

- *Expand Indigenous programming and curricular offerings which explore Indigenous life, cultures and tradition.*
The Indigenous Teacher Education (Waaban) cohort began as a special cohort in spring 2019. With the hiring of additional faculty in this area, the focus on Indigenous education can be extended. The undergraduate program has, in the past, assigned part of the teaching load of faculty members with expertise in Indigenous education to internal program development. It is proposed that this practice continue. The Curriculum Committee of the Faculty would be tasked to work with faculty members who have expertise in indigenous ways of knowing implement the following proposed plan:

- Phase one would be a foundational phase and will involve identifying "pivot points" within the *common curriculum* courses for the inclusion of indigenous perspectives. It is anticipated that this phase would take from one to two academic years.
- Phase two would involve an elaboration that would involve educating all faculty so that Faculty-wide understandings of the common programmatic base for Indigenous education. Development work would begin for panel-specific curriculum using the same staged protocol as used in phase one and with support from scholars with expertise in Indigenous education.

- Finally, the current elective focusing on Indigenous education could be revised to account for foundational knowledge within the program and will take on a different focus so that the curriculum in this area is either deepened or broadened

Because the graduate program is largely driven by the research interests of faculty members, it will be more challenging to Indigenize the program through centralized processes. The program proposes to focus on professional development through the creation of opportunities for collegial conversations and the meaning, significance, and responsibility to integrate Indigenous ways of knowing throughout the graduate program.

- *Engage with Indigenous communities to enrich the learning process.*
Develop and expand educational opportunities for Indigenous communities.
This is integral to the Waaban cohort and Indigenous graduate cohorts; however, in the other programs, there is a long way to go in this area. Continued progress in the area requires capacity-building amongst Indigenous and non-Indigenous faculty and the intention is to focus on this development in the near future.

Dean's Response
This remains an important and challenging area, and it will take time to get to where the Faculty needs to be. A number of steps around Indigenization have been taken and are significant but capacity will remain a challenge. The more focused development of curriculum within specific courses seems a viable way forward, but again, will take time and resources, and discussion with the Dean around such needs should be a part of these actions. While collegial conversations and discussions are identified specifically for the graduate program these would also be an important aspect of the work at the undergraduate level, so that there is a collective responsibility generated for self-education.

Dean's Recommended Action
As set out by the program including ongoing conversations with the Dean in terms of resourcing, including additional new faculty hires if appropriate.

Timeline: Ongoing

Position Responsible for Action: Associate Dean, Academic; UPD; GPD; colleagues teaching in the programs.

Recommendation 4

Given the diverse population of undergraduate students that the Faculty attracts, the committee suggests that the Faculty develop more online course formats to better respond to the diverse populations of students. This may also create space in the two-year program for other perspectives to operate across the curriculum or focused in the curriculum.

Program Response

Over the last few years, more and more courses have been developed in blended format and several have been taught fully online. In the undergraduate program, it is possible for the Program to designate courses as blended or online format, and this has already been done with some foundations courses and electives. Given the small full-time faculty complement, the Faculty's eLearning specialist has taken an individualized approach, pushing each individual faculty member to expand and deepen their skills. Over several years, this strategy has contributed to increasing our Faculty's capacity to include online components. The program proposes to continue with this strategy of providing on-going support for blended courses and balancing mandated online formats with individual faculty preferences and capacities.

Dean's Response

The Dean agrees that there has been significant innovation in the last few years; however, there remains the potential for an increased number of fully online courses. The framing of this, by the reviewers, as an access issue, is helpful, especially within the expanded BEd program where the challenges faced by many students are known. Continuing to support individual faculty colleagues who wish to explore new pedagogical approaches is a key part of this. The program should review whether particular courses might lend themselves to being offered fully online.

Dean's Recommended Action

Continue to explore and support pedagogical innovation through both blended and fully online courses. Consider the question of access as a part of this discussion.

Timeline: 2019 and ongoing

Position Responsible for Action: Associate Dean, Academic

Recommendation 5

The shift to the two-year program allows for the Faculty to enhance the practicum experience for teacher candidates through conceptualizing and distinguishing between Year 1 and Year 2 of the practicum experience.

Program Response

The reviewers highlight issues that the program proposes to address in the following ways in the upcoming academic year:

- The Faculty has created a *Year Overview - Monthly Summary of Expectations for Year 1,* which will be piloted in 2019-20. Year 1 Teacher Candidates will be participating in a two-week Culminating Practicum Experience as well, where they are required to independently plan, deliver, assess lessons. This experience is intended to help prepare the Teacher Candidates for the transition into Year 2.

- Year 2 Teacher Candidates will also have a practicum exit meeting in April.

- To ensure that students understand academic expectations in the Practicum, our Practicum Facilitators have been given smaller groups to supervise in 2019-20 and they will conduct monthly, themed meetings to facilitate close connections with Teacher Candidates. To help Practicum Facilitators remain focused on the specific expectations of each of Year 1 and 2 practica, we are providing PD opportunities for them to enhance community and communication connection.

Dean's Response
The Dean supports the program's response. The creation of a permanent experiential education coordinator (in 2019) should also help facilitate this.

Dean's Recommended Action: As suggested by program

Timeline: 2019-2020

Position Responsible for Action: Associate Dean, Academic; UPD; EE Coordinator

Recommendation 6

Mentoring initiatives should be established for graduate students that are faculty-driven and ensure a more even experience among students. In particular, an Indigenous mentoring program should be a priority given the Indigenous teacher candidate and masters programming initiatives that create a pathway to doctoral studies.

Program Response
FESA (Faculty of Education Student Association) initiated a peer-mentorship program for all undergraduate Faculty of Education students in 2018-2019, and this program will continue into the future. Every first-year student is assigned an upper-year peer mentor who is responsible for mentoring a group of students through FESA-supported activities.

In the graduate program, YGSE (York Graduate Students in Education) have started a peer-mentorship program for all in-coming students in 2019. The graduate program will also be piloting a dissertation group with selected faculty supervisors (which is open to other students as well). A weekly student research seminar will be established in which PhD and research-oriented master's students may sign in to discuss their research and solicit feedback from the peers and faculty members.

All three of the Indigenous-focused cohorts (in the BEd, MEd and PhD) are designed to be situated in the local urban Indigenous community, to provide mentorship and support to students. Also, some students from the Indigenous doctoral cohort are teaching in the BEd program and mentoring MEd students. This mentorship is supported by instructors within these programs.

Dean's Response

The mentorship initiative that is being led by the GPD working with the YGSE seems an

appropriate model. The Faculty continues to seek ways to support Indigenous students, and as noted, there are significant supports through the housing of programs at the Indigenous Education Centre (IEC). A newly hired Indigenous colleague, who will start in July 2020, will also be an additional resource for student support.

Dean's Recommended Action
Continue to develop mentorship programs in partnership with YGSE and IEC.

Timeline: 2019-2020

Position Responsible for Action: Associate Dean, Academic; GPD

Recommendation 7

There is a great need and urgency for more formalized faculty-level discussion forums to look at broader themes and substantive debates as they relate to programs, curriculum, scholarship, and workload/supervision. These might include town halls, faculty retreats, cohort/area planning. While this provides spaces for deliberation, they also provide the potential for reinvigoration and collective reflection and collaboration.

Program Response
It is anticipated that several different types of discussion will result for the response to the CPR.

Several forums are on-going and will continue into the future. These include the Faculty Launch, Coffee with the Dean, Dean's lunches, Town Halls, and Program Retreats. Further, the Associate Dean Research runs regular lunch discussions on various issues related to research. The Faculty Launch, which typically occurs at the beginning of each academic year, involves a guest speaker from the community presenting current research on topics germane to our work such as mental health, Indigenous ways of knowing, supporting struggling students, etc. Coffee with the Dean is a similar event for staff. In Dean's lunches, academic colleagues meet to have informal discussions on various topics related to teaching and research. Town Hall meetings, facilitated by FESA, have occurred in the BEd program, where students are invited to engage with the Undergraduate Program Director on issues related to their experiences of the program. Program Retreats are annual day-long events for tenure-stream faculty. Graduate Retreats have traditionally occurred in the spring and focused on various topics. It is proposed that Graduate Program Retreats continue and to begin an Undergraduate Programs Retreat in Spring 2019.

For the upcoming academic year, the Faculty has arranged a Collegial Conversations series focused on the topics of academic accommodations, conflict resolution, diversifying teaching, and assessment.

<u>Dean's Response</u>
The Dean agrees with the recommendation of the reviewers and the program response. As noted, there are a number of initiatives underway, though participation in these is variable and this remains a challenge. As noted, this year sees an increased number of more formal opportunities for discussion around specific issues, and the CPR will help to inform these, especially around program and curriculum. Some areas identified by the reviewers are also more appropriately the purview of collegial governance structures and/or collective agreements.

<u>Dean's Recommended Action</u>
Increase number and regularity of program focused retreats. Launch and evaluate collegial conversation series. Maintain other spaces for conversations.

<u>Timeline:</u> 2019 and ongoing

<u>Position Responsible for Action</u>: Dean; Associate Dean, Academic; Associate Dean, Research; GPD; UPD

Recommendation 8

Increase alumni engagement to enhance, support, and extend the ways in which alumni can feel a lifelong affiliation and pride with the Faculty of Education. This might include in-kind ways they can be involved through mentorship or an alumni-student conference.

<u>Program Response</u>
In addition to connecting with our alumni for featured stories on our website homepage blog and social media channels, the newly-created ED Alumni Network is in its early development process and being chaired by a recent BEd grad and current MEd student who are working closely with the university's Office of Alumni Engagement to launch this network. The network's three main areas of programming will be professional development (learning and workshops for alumni), collaboration and resource sharing for our alumni, and mentorship (opportunities for alumni to give back to the Faculty, through participating in conferences, class presentations, panels, advising, or any other support as needed by FESA, YGSE, or the Faculty).

Further, our Graduate Program proposes to (1) invite an alumni representative to sit on the YGSE peer mentor program steering committee, and host career/professional development workshops; (2) invite alumni to graduate program orientation and open houses (3) provide networking and international opportunities to alumni; and (4) profile alumni achievement in the graduate newsletter and Faculty website.

<u>Dean's Response</u>
This is an important area of focus for the Faculty and capacity has always been the challenge. The new Alumni Network is a very significant step forward and one to be applauded and supported.

11

<u>Dean's Recommended Action</u>
Liaise with and support Education Alumni Network. Continue to seek new opportunities for alumni engagement.

<u>Timeline</u>: 2019-2020

<u>Position Responsible for Action</u>: Dean; Associate Dean, Academic; GPD

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2019

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	Establish a process to develop clearly articulated principles of interdisciplinarity and how these can be reflected in Education programs.	Graduate program to review and make recommendations for curriculum and/or marketing materials. The BEd is exempt from this recommendation	Associate Dean, Academic and Graduate Program Director	Revised graduate program learning outcomes with statement that documents the program's use of and expectations for the program's interdisciplinary nature to be submitted with the Follow-up Report in May 2021.
2.	Establish a process to enhance the cohesiveness of the undergraduate program and the coherence of multi-section courses.	Undergraduate program: establish communities of practice for BEd retreat. Graduate program: revisit graduate program learning outcomes and assessment, as well as mapping curriculum.	Associate Dean, Academic; UPD; GPD Note: support for review of graduate program learning outcomes will be provided through the Vice-Provost Academic, the Faculty of Graduate Studies and the Teaching Commons	Report on progress in the Follow-up Report in June 2021 for UG program. Revised graduate program learning outcomes to be submitted with the Follow-up Report in May 2021
3.	Work to integrate, scaffold and embed Indigenous ways of knowing across undergraduate and graduate, including articulated plans and	Adopt a deliberate phased approach for the inclusion of indigenous perspective in common course courses; the establishment of Faculty-wide understandings; and the	Associate Dean, Academic; UPD; GPD; colleagues teaching in the programs.	Ongoing; phase one completed by 2021-2022. Report on progress and further plans in the Follow-up Report in May 2021.

	commitments. Indigenous community partnerships should be built and enhanced to support pathways to all programs.	deepening and broadening of the curriculum in this area.		
4.	Develop more online and blended courses to better respond to the diverse populations of students.	Continue to explore and support pedagogical innovation through both blended and fully online courses with an emphasis on fully online innovation. Develop evaluation to determine the extent to which formats improve student access.	Associate Dean, Academic	Report on the increase in numbers of blended or online courses that have been developed and the impact these courses have had on accessibility in the Follow-up Report due May 2021.
5.	Conceptualize and distinguish between Year 1 and Year 2 of the practicum experience	Year 1 students to participate in a Culminating Practicum Experience in 2019-20. Practicum Facilitators will have smaller groups in 2019 and an exit practicum meeting. Facilitators to focus on specific expectations of Year 1 and Year 2.	Associate Dean, Academic; UPD; EE Coordinator	Report on outcomes as part of the Follow-up Report in May 2021. The report should include commitment and/or revisions to practices based on experience.
6.	Establish mentoring initiatives for graduate students that are faculty-driven and ensure a more even experience among students, with attention being given to indigenous teacher candidate given the programming initiatives that	Peer-mentoring was begun in 2018-2019 and will continue. A graduate initiative will begin in 2019-2020. Continue to develop mentorship programs in partnership with York Graduate Students in Education and Indigenous Education Centre).	Associate Dean, Academic; GPD	Follow-up Report to include details on the number of participants and activities undertaken, due May 2021

	create a pathway to doctoral studies.			
7.	Establish formalized Faculty-level discussion forums to look at broader themes and substantive debates as they relate to programs, curriculum, scholarship, and workload/supervision, to foster deliberation, reinvigoration, and collective reflection and collaboration	Increase number and regularity of program focused retreats. Launch and evaluate collegial conversation series. Maintain other spaces for conversations.	Dean; Associate Dean, Academic; Associate Dean, Research; GPD; UPD	2019 and ongoing Follow-up Report to describe plans and events held along with comments on how such conversations have been or will be responded to.
8.	Increase alumni engagement to enhance, support, and extend the ways in which alumni can feel a lifelong affiliation and pride with the Faculty of Education.	Liaise with and support Education Alumni Network. Continue to seek new opportunities for alumni engagement.	Dean; Associate Dean, Academic; GPD	2019-2020 Report on activities in the Follow-up Report due May 2021.

YORK UNIVERSITY
Final Assessment Report – Executive Summary

EDUCATION
Faculty of Education

**Education, Undergraduate (BEd) and
Graduate Program (MEd, and PhD)**

Cyclical Program Review – 2011 to 2018

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

Program(s) Reviewed:
BEd (Concurrent, including with Ryerson, and Consecutive)
BEd Tech
MEd
PhD
Graduate Diplomas

Reviewers appointed by the Vice-Provost Academic:

D. Gereluk, Dean and Professor, Werklund School of Education, University of Calgary
J. Hare, Professor and Associate Dean, Indigenous Education, University of British Columbia
N. Razack, Professor and Associate Dean, Global & Community Engagement, York University

Cyclical Program Review Key Milestones:
Cyclical Program Review launch: September 13, 2017
Self-study submitted to Vice-Provost Academic: February 1, 2019
Date of the Site Visit: April 24-25, 2019
Review Report received: July 8, 2019
Program Response received: August 23, 2019
Dean's Response received: September 18, 2019

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

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

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

SITE VISIT: April 24-25, 2019

The visit was organized around a set of interviews with multiple internal faculty stakeholder groups that included: Alice Pitt, Vice Provost Academic; Lyndon Martin, Dean of the Faculty of Education; Thomas Loebel, Dean of the Faculty of Graduate Studies; Sarah Barrett, Associate Dean, Academic Programs; Laura Crane, Director of Academic Affairs & Operations; Qiang Zha, Graduate Program Director, and faculty members in a focus group meeting. In addition, the reviewers met with faculty members who teach in the Graduate Program in Education and those who teach in Undergraduate Education, the Undergraduate Program Director, the Associate Director Experiential Education, and the Manager of Student Services. The reviewers met with both graduate students in Education (YGSE), and undergraduate students and members of the undergraduate student association (FESA). The following were also consulted: Peggy Warren and Adam Taves, Associate Librarians and Adam Trent, Director, Information Technology Services and Education Resource Centre. An overview of off-site locations was provided that highlighted the Glendon, Wabaan, Catholic Education Center.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. The Faculty is to be commended on its progress on and on-going commitment to Indigenization. A top priority for the graduate program is revision of its learning outcomes. Plans for responding to recommendations are clear and implementation will enhance the quality of the programs and student experience.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (May 2021) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2025 with a site visit expected in the Fall of 2026 or Winter of 2027.

PROGRAM DESCRIPTION AND STRENGTHS:

The reviewers stated that "the Faculty of Education at York University is highly regarded locally, nationally and internationally. It continues to thrive despite political, labour, and financial constraints that have impacted programming. Overall, the Faculty has established an environment for teaching, research, and service to the community that is effective, collegial, and productive." They also acknowledged that "the Strategic Plan of the Faculty of Education (2016-2021) outlines an ambitious set of directives and goals grounded in sound values of social justice and equity, innovation, deepening relationships, inclusivity and diversity, and sustainability."

In considering the BEd the reviewers noted that "the intent to attract a diverse student

body with distinct pathways is reflective of the guiding principles in the Education Strategic Plan, and is evident in the ethos and culture of the faculty" and that "pathways offer a diverse demographic of students into the program. This is clearly its strength." They further commented that "The faculty prides itself on its flexibility and diversity in the electives that they provide, and in the range of courses, and community engaged opportunities that are mandated for undergraduate students."

In considering graduate programs, the reviewers noted "the structure of the graduate program is based on the interdisciplinary principles of literacy, teaching, culture. Given the non-departmentalized structure, the intent is for students to have a cross fertilization of ideas that go beyond disciplinary constructs that may hinder and constrict the ways in which education intersects across disciplinary divides." They also commented the flexibility, which is key to realizing interdisciplinarity, also poses difficulties. Of particular note, faculty commented that there is a delicate balance between enhancing flexibility and responding to logistical issues that create challenges for running such a program. The reviewers further recognized that "there is a will and strong affiliation to the work that faculty do at the graduate level. Notably, the collegiality and appreciation for faculty intellectual freedom is one that was observed by the committee."

About the program and curriculum, the report provided comments under the following headings: Overarching Aims and Purposes, Assessment, Community Engagement, Indigenous Education, External Pressures.

The reviewers urged the program to consider its interdisciplinary positioning, to enhance program coherence, and to continue to address the Truth and Reconciliation Commission's Calls-to-Action including systematically developing Indigenous Education.

The Reviewers commented, "Building upon the strengths of its individual faculty members, students, and administrative leadership, the recommendations provided are intended to build capacity and elevate beyond the individual achievements by its members, toward a collective vision that resonates with the entire Faculty. Providing space to create collective ownership and responsibility for a collective vision and the principles that have been articulated, will help with future planning and sustainability at undergraduate and graduate levels."

IMPLEMENTATION PLAN

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