



York University Senate

Notice of Meeting

Thursday, September 24, 2015 at 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

Note: The meeting will be preceded by an orientation for new and continuing Senators at 1:30 p.m.

	Page
1. Chair's Remarks (G. Comninel)	
2. Minutes of the Meeting of June 28, 2015	1
3. Business arising from the Minutes	
4. Inquiries and Communications	
a. Academic Colleague to the Council of Ontario Universities (G. Tourlakis)	
5. President's Items (M. Shoukri)	8
Committee Reports	
6. Executive Committee (G. Comninel).....	12
a. Presidential Search Committee: Grouping of Faculties	
b. Nominees for Election to Senate Committees and Other Senate-Elected Positions	
7. Academic Standards, Curriculum and Pedagogy (F. van Breugel)	29
a. Establishment of a Master of Community and Leadership Engagement Degree Type (Statutory Motion) (Appendix A)	32
8. Tenure and Promotions (S. Young)	98
9. Academic Policy, Planning and Research (R. Pillai Riddell)	105
a. Endorsement of the Institutional Integrated Resource Plan (IIRP)	
10. Other Business For Which Due Notice Has Been Given	188

York University Senate

Consent Agenda (ASCP Item)

11. Granting of Degrees, Certificates and Diplomas (Fall 2015, February 2016 In Absentia, Spring 2016) (Appendix C).....	95
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M. Armstrong, Secretary

The Senate of York University – Minutes

Meeting: Thursday, June 25, 2015, 3:00 pm
 Senate Chamber, N940 Ross

P. Amarasekera	M. Karakul	P. Ng
E. Asselstine	A. Khandwala	J. O'Hagan
M. Armstrong	D. Khayatt	R. Owston
S. Benchimol	J. Kozinski	L. Packer
L. Ber	S. Lawrence	M. Phuong
M. Biehl	R. Lee	B. Pilkington
K. Bird	U. Lehrer	R. Pillai Riddell
G. Brewer	R. Lenton	A. Pitt
S. Brixey	B. Lightman	B. Ryder
G. Comninel	M. Lockshin	V. Saridakis
R. DeCosta	M. Longford	E. Schraa
P. Delaney	J. Lynch	A. Schrauwers
J. Goldberg	G. Malfatti	L. Sergio
E. Gutterman	M. Martel	M. Shoukri
R. Haché	L. McCann	H. Skinner
M. Hamadeh	G. McFadden	B. Spotton Visano
C. Heidari	J. McMurty	R. Wellen
B. Heron	A. Medovarski	S. Wood
V. Hildebrand	T. Moore	L. Wright
R. Hornsey	J. Morrison	Q. Zha
D. Hunt	D. Mutimer	
C. Innes	R. Myers	
R. Irving	R. Mykitiuk (Chair)	

1. Chair's Remarks

The Chair of Senate, Professor Roxanne Mykitiuk, thanked Senators, committee chairs and members, and the staff of the University Secretariat for their support during her now-concluding tenure as Chair. Commenting on the recent round of inspiring and often moving Convocation ceremonies, she encouraged Senators and colleagues to participate in the celebration of York graduates in future convocation ceremonies.

2. Minutes

It was moved, seconded and *carried* **“that the minutes of the meeting of May 28, 2015 be approved.”**

3. Business Arising From the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

a. Senators on the Board of Governors

Professor Angelo Belcastro and Professor David Leyton-Brown, presented a synopsis of the Board's meeting of June 22, 2015 as distributed prior to the meeting.

The Senate of York University – Minutes (cont'd)

b. Academic Colleague to the Council of Ontario Universities

Professor George Turlakis, Academic Colleague to the Council of Ontario Universities, presented the most recent COU Issues Update.

5. President's Items

The President, Dr Mamdouh Shoukri, saluted the outgoing and incoming Chairs of Senate and addressed a number of significant developments including the following:

- impressive successes achieved by York researchers in recent funding competitions
- stirring Convocation ceremonies at one of which the graduation of Devon McPherson proved to be especially evocative of the University's embrace of diversity and its accommodative spirit
- community consultations on the draft Institutional Integrated Resource Plan
- opportunities associated with the Markham Centre campus, not least the chance to design for environmental sustainability
- the prioritization of academic activities when the next major fundraising campaign launches in 2016
- enrolment and funding challenges facing the postsecondary system as a whole

Elaborating on planning for the Markham campus in response to questions and comments, the President made the following observations:

- a new campus serves a variety of purposes, not least program diversification and innovation, along with complement growth
- the application will be made available as soon as the government approves its release
- confidence in the University's ability to reach enrolment targets for all campuses remains high given the investment made in strategic enrolment management, the nearing end of construction bottlenecks, and the rise in demand that is expected to coincide with the completion of the Markham campus

Committee Reports

6. Executive Committee

- a. Membership of Senate for the Period July 1, 2015 to June 30, 2017 (Statutory Motion)

It was moved, seconded and *carried* **“that, for the period July 1, 2015 to June 30, 2017 the membership of Senate be maintained at a maximum of 167 and be distributed as follows:**

The Senate of York University – Minutes (cont'd)

Members specified by the York Act (Total of 20)

Chancellor (1)
President (1)
Vice-Presidents (4)
Deans and Principal (11)
University Librarian (1) Two-to-four members of Board (2)
Faculty Members Elected by Councils

Elected Faculty Members (Total of 99)

Education 4
Environmental Studies 4
Fine Arts 8 (minimum of 2 Chairs)
Glendon 8 (minimum of 1 Chair)
Health 11 (minimum of 2 Chairs)
Lassonde 5 (minimum of 1 Chair)
Liberal Arts & Professional Studies 40 (minimum of 13 Chairs and, 2 contract faculty members)
Osgoode 4
Schulich 6
Science 9 (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

2 for each Faculty except 6 for LA&PS
Graduate Student Association (1)
York Federation of Students (1)

Other Members (Total of 13)

Chair of Senate (1)
Vice-Chair of Senate (1)
Secretary of Senate (1)
Academic Colleague (1)
President of YUFA (1) plus alternate
YUSA Member (1) plus alternate
Member of CUPE 3903 (1) plus alternate
Alumni (2)
College Masters (1)
Registrar (1)
Vice-Provost Academic (1)
Vice-Provost Students (1)

Chairs of Senate Committees who not otherwise Senators (Estimated at a maximum of 5)."

The Senate of York University – Minutes (cont'd)

b. Candidates for Election to Senate Committees and Other Senate-Elected Positions

It was moved, seconded and *carried* “**that nominations be closed.**” As a result, individuals were acclaimed for membership on the Tenure and Promotions Committee and Academic Standards, Curriculum and Pedagogy.

c. Information Items

Senators joined the Vice-Chair in saluting Professor Mykitiuk for her leadership on the occasion of her last meeting as Chair. Senate Executive reported that it had approved the membership on the Executive Committee of Professor Lisa Philips, who was nominated by the Osgoode Hall Faculty Council for a three-year term beginning July 1, 2015. It also provided information on the following matters:

- the election of Professor Bernard Lightman as one of Senate’s two nominees on the Board of Governors and Professor Natalie Coulter to membership on the Appeals Committee as the result of an e-ballot
- the spring meeting of Senate committee Chairs and Secretaries and progress made by committees on the priorities they established in the autumn
- affirmation that Summer Authority is vested in the Executive until the first regular meeting of Senate in September
- a consolidated report on actions taken by Senate in 2014-2015
- Senate Attendance from September 2014 to May 2015
- annual surveys of Senators and Senate committee members

7. Awards

Senators joined the Awards Committee in applauding the following recipients of prestigious awards for graduating students:

Governor-General’s Gold Medals: Sarah Anne Olwen D’Amour (Graduate Program in Psychology) and Dr David Moffette (Graduate Program in Sociology)

Governor-General’s Silver Medals: Ali Helmi, Faculty of Health, BSc, Special Honours, Kinesiology & Health Science (Health & Kinesiology), Summa cum Laude; Nick Zabara, Faculty of Liberal Arts and Professional Studies, BA, Honours, Double Major, Professional Writing (Institutional Communications Stream) & Psychology, Summa cum Laude; and Julien Cossette, Faculty of Liberal Arts and Professional Studies, BA Special Honours, Anthropology, Summa cum Laude

Murray G. Ross Award: Atifa Karim, BES Honors, Environmental Studies (Environment and Culture) / Minor in Geography and BEd, Intermediate and Senior, Summa cum Laude

The Senate of York University – Minutes (cont'd)

The Awards Committee also transmitted a report on graduate awards disbursement for 2013-2014.

8. Academic Standards, Curriculum and Pedagogy

- a. Notice of Statutory Motion: Establishment of the Degree of Master of Leadership and Community Engagement, Faculty of Education / Faculty of Graduate Studies

ASCP communicated its intention to put a statutory motion recommending the establishment of the degree of Master of Leadership and Community Engagement (MLCE). There was no discussion of the proposal. The Committee also intends to recommend establishment of a related program developed by the Faculty of Education and approved by the Faculty of Graduate Studies Council and ASCP.

- b. Information Items

ASCP updated Senate on the status of major legislative proposals under consideration, including proposed Senate policies on *Withdrawn from Course (W)* and *Course Relief*, and possible revisions to the Options for Repeating Passed or Failed Courses for Credit. ASCP also conveyed the outcomes of Quality Council decisions about new programs approved by Senate, all of which were positive.

9. Academic Policy, Planning and Research

- a. Change of Name, Department of Film, School of the Arts, Media, Performance and Design

It was moved, seconded and *carried* **“that Senate approve a change in the name of the Department of Film to the Department of Cinema and Media Arts, School of the Arts, Media, Performance and Design.”**

- b. Chartering of Organized Research Units

It was moved, seconded and *carried* **“that Senate approve the chartering of the following Organized Research Units with five year terms beginning July 1, 2015:**

**Centre for Refugees Studies (CRS)
Centre for Research in Mass Spectrometry (CRMS)
Centre for Research on Biomolecular Interactions (CRBI)
Centre for Research on Earth and Space Science (CRESS)
Centre for Research on Latin America and the Caribbean (CERLAC)
Centre for Vision Research (CVR)
Institute for Social Research (ISR)
Robarts Centre for Canadian Studies (Robarts)
York Centre for Asian Research (YCAR).”**

- c. Spring Reports of the Provost and Vice-President Finance and Administration

The Senate of York University – Minutes (cont'd)

In its contextualization of the spring reports of the Provost and Vice-President Finance and Administration, APPRC stressed that challenges remain acute and the University is susceptible to further setbacks as a result of a volatile environment. Over the next few years Faculties are required to balance their in-year budgets. It will then be possible to reduce cumulative deficits. As the Committee had noted at several junctures recently, failure to meet enrolment targets has deleterious effects. It imperils finance, to be sure, as well as the ability to achieve academic planning objectives. Efforts to maximize the conversion of 2015-2016 applicants to registrations have proven successful (conversion rates for York are well above the provincial average.) All members of the community can contribute to overcoming reputational issues and assisting in the recruitment and retention of students.

In a joint presentation, Provost Lenton and Vice-President Brewer described the context for academic planning, major accomplishments, ongoing challenges and proposed means by which to successfully address planning issues. During discussion they made the following key points:

- Faculty deficits are not due to “overspending” but rather to shortfalls arising from current enrolment declines
- the Provostial White Paper (2010) and UAP (2011) prioritize rebuilding the faculty complement, and sophisticated planning is essential to realizing this objective; looming retirements should intensify our resolve to accomplish this
- the University’s Financial Statements – which appeared to paint a rosier picture – are retrospective in nature and cover a wide range of financial matters including sinking funds, endowments and the like; the operating budget per se is forward looking and it shows a growing gap between revenues and expenditures
- York’s budgetary outlook is sobering but concerted efforts can improve the situation; AAPR was not confined to budgetary solutions, and academic planning should be predicated on enhancing quality and reputation

In response to concerns that communications with students about IIRP were not adequate, Provost Lenton invited student Senators to meet with her when the Fall term begins.

d. Other Information Items

APPRC informed Senate about the release of a draft Institutional Integrated Resource Plan and plans for an open forum on September 17. It also shared the annual reports of sub-committees mandated by external bodies. Senators were encouraged to participate in a research intensification initiative sponsored by the Vice-President Research and Innovation.

The Senate of York University – Minutes (cont'd)

10. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

In a joint report, APPRC and ASCP conveyed the June 2015 report of the Sub-Committee on Quality Assurance which included Final Assessment Reports for recently completed Cyclical Program Reviews in History (Graduate Studies, Glendon and Liberal Arts and Professional Studies).

11. Other Business

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

R. Mykitiuk, Chair

M. Armstrong, Secretary

YORK UNIVERSITY KUDOS REPORT



JUNE-SEPTEMBER

Natural Sciences & Engineering Research Council of Canada (NSERC) awarded 38 York researchers more than \$6.75M in grants. Nine graduate students and a post-doctoral fellow received \$384,000 in total funding for scholarships and fellowships.

Two students awarded major academic prizes for their work in Canadian studies: History student Jesse Thistle won the Odessa Prize for 2014-2015, and Ameil Joseph won The Barbara Godard Prize for the Best Dissertation on the Study of Canada.



On June 11, Ontario's Ministry of Research & Innovation announced that more than \$9M in research funding was awarded to nine York researchers through the Ontario Research Fund (ORF) and Early Researchers Awards program.

University History Professor Emerita Bettina Bradbury awarded Francois-Xavier Garneau Medal for her book *Wife to Widow* by the Canadian Historical Association (CHA).

Undergraduate biology student, Jacob O'Brien, won first prize for his oral presentation at the Southern Ontario Reproductive Biology workshop held at McMaster University.

Undergraduate student Larissa Crawford honoured with a 2015 Terry Fox Humanitarian Award.

ShapeTrace Labs, a startup venture in the Lassonde School of Engineering's Bergeron Entrepreneurs in Science & Technology (BEST) Entrepreneurship Hub, won the MaRS Upstart! business pitch competition.

Consul General of France in Toronto promoted Glendon Professor Stanislav Kirschbaum to the rank of Officer in the Order of Academic Palms of the French Republic.

Lassonde School's Professor Sushanta Mitra appointed to Associate Vice-President Research, effective August 1, 2015.

Osgoode Hall Law School Professor Lisa Philipps appointed interim dean of Lakehead University's Bora Laskin Faculty of Law.

At Spring Convocation, 13 exceptional individuals received honorary degrees for outstanding contributions in their respective fields:

Julio Frenk – physician, scholar, global health leader
Sheila Watt-Cloutier – activist, international leader, author

John Abele – entrepreneur, scientist, philanthropist
Salah J. Bachir – entrepreneur, patron of the arts, philanthropist

Manuel Obregón – musician, environmentalist, public servant

Samuel Schwartz – lawyer, volunteer, community builder

Alberto Manguel – essayist, critic, novelist

Lloyd N. Axworthy – politician, academic leader, human rights advocate

Mark Lievonen – life sciences leader, businessman, philanthropist

Hélène Comay – early childhood educator, pioneer, mentor

Thomas (Tom) Jenkins – entrepreneur, businessman, technology leader

Murray Sinclair – judge, lawyer, social justice advocate

David M. Collette – politician, strategic advisor, distinguished fellow

Five current and former York student athletes collectively earned one gold, one silver and three bronze medals at the Toronto 2015 Pan Am Games.



A team of students from Lassonde won first place in the 2015 National Design Competition hosted by the Canadian Society for Mechanical Engineering. The team had to engineer, build and assemble a 3D printer with a fixed budget of \$300.

York's official Instagram account was named #1 among Canadian universities by Canadian University & Social Media Awards.

Osgoode Hall Law School Dean Lorne Sossin appointed Special Advisor to the President on Community Engagement, effective July 1, 2015.

Faculty of Science's promotional video awarded silver by the Council for Advancement and Support of Education (CASE) in its 2015 Circle of Excellence awards program.

The Fisher Fund Wine Tasting & Auction raised more than \$107,000 for the Las Nubes Project.

Professor Celia Haig-Brown appointed Associate Vice-President Research, effective Aug 1, 2015.

Humanities professor Katharine Anderson named 2015 recipient of the Scripps Institution of Oceanography’s Ritter Memorial Fellowship, awarded to historians and scientists whose scholarship expands our understanding of the earth, the ocean and atmospheric sciences.

Mathematics professor and Research Chair Jane Heffernan granted an Early Career Research Award by Canadian Applied & Industrial Mathematics Society and Pacific Institute for the Mathematical Sciences, in recognition of her contributions to applied mathematics, specifically in the field of disease modelling.



A pan-University team with members from the Office of Institutional Planning & Analysis (OIPA), the Office of the Vice-Provost Academic, and University Information Technology (UIT) awarded first place in the 2015 Quality and Productivity Awards competition hosted by the Canadian Association of University Business Officers (CAUBO), for the creation of an integrated academic program information database.

Researchers Graham Wakefield, Douglas Van Nort, Heather Edgell, Peter Backx and Carol Bucking awarded \$566,757 in funding from Canada Foundation for

Innovation (CFI) to support research into climate change, cardiovascular disease, human-machine interactions and digitally mediated performances.

Canadian Institutes of Health Research (CIHR) awarded nearly \$1.4M in operating grants to researchers Emanuel Rosonina and Thilo Womelsdorf to support research into understanding how cells regulate gene expression during normal growth and in response to stress and disease, and how fast and flexible learning is achieved by the interplay of brain cells.

A team of 15 students in an LA&PS study-abroad course spent a month in a rural South African community working with children, which inspired them to publish a children’s book that supports the literacy and education of young learners in Tshakhuma, Limpopo.

Osgoode adjunct professor Marco Mendicino won the Liberal nomination for the Toronto riding of Eglinton-Lawrence.

Schulich undergrad Dru Gheorghe won the 2015 HSBC LGBT student award in recognition of academic achievement, leadership skills and community service with LGBTQ organizations or initiatives.

Business and Society Professor Darryl Reed received the 2015 Outstanding Contribution to Cooperative Education and Training award from the Association of Cooperative Educators.



After an undefeated season, the Lions women's tennis team won its first national title at the Canadian University Tennis Championships on August 16 at the Aviva Centre.

Osgoode Hall Law School announced a further \$1M investment in financial accessibility to ensure that a greater number of students are able to access legal education.

7 Osgoode Hall Law School affiliated lawyers named to *Canadian Lawyer* magazine's Top 25 Most Influential list: Professor Poonam Puri, alumni Sara Cohen, Dawn Devoe, Rocco Galati, Marie Henein, Mark Tamminga, and Lorne Waldman.

Lassonde School's John Tsotsos awarded the Sir William Dawson Medal by the Royal Society of Canada (RSC).

Five York professors named 2015 Royal Society of Canada (RSC) Fellows:

- Marie-Christine Pioffet
- Seth Feldman
- Peter Victo
- Leah Faith Vosko
- B. P. (Barry) Lever

Undergraduate student Khamica Bingham competed at the 2015 International Association of Athletics Federations (IAAF) World Championships in Beijing, China.

PhD student Jordana Waxman is one of two inaugural doctoral recipients of the new Canada Graduate Scholarship to Honour Nelson Mandela, receiving \$105,000 over three years to continue her research in clinical development psychology.

Forbes magazine ranked Schulich School of Business #1 in Canada in post-MBA Return on Investment (ROI) among all 1-Year and 2-Year MBA programs, and top 10 in the world.

LA&PS's Dr. Peter P. Constantinou appointed Academic Director of the Ontario Legislature Internship Programme (OLIP).

Athletics & Recreation and the School of Kinesiology & Health Science welcomed four new inductees to the York University Sport Hall of Fame on September 11: Track and field athlete Michelle (Hastick) Cowell, wrestler Paul Hughes, volleyball player Djordje Ljubicic, and longtime track and field head coach Sue Wise.

Executive Committee – Report to Senate



At its meeting of September 24, 2015

For Action

1. Senate Nominees to the Presidential Search Committee: Grouping of Faculties

Senate Executive recommends

that Senate approve the following grouping of Faculties for the purpose of nominating five full-time faculty members to the President Search Committee:

- Group 1: Liberal Arts and Professional Studies / Glendon (45.0 % of complement; 2 nominees)
- Group 2: Science / Health (22.0 % of complement; 1 nominee)
- Group 3: Osgoode / Schulich / Lassonde (15.6 % of complement; 1 nominee)
- Group 4: Education / Environmental Studies / Arts, Media, Performance and Design / Librarians (17.5 % of complement; 1 nominee)

Rationale

In accordance with Presidential Search Principles approved by the Board of Governors and Senate in 2005, Senate may nominate seven individuals to the Presidential Search Committee. Two are students designated by the student Senators and ratified by Senate Executive. Five faculty members are determined by a Senate electoral process. For the last search, Faculties and the Libraries were aggregated as follows:

From Arts, Atkinson and Glendon	2 nominees
From Science & Engineering	1 nominee
From Osgoode and Schulich	1 nominee
From Education, Environmental Studies and Fine Arts	1 nominee

The groupings must be modified to take into account the creation of three new Faculties and the transfer of units that have occurred during the intervening years. This recommendation is based on the 2005 aggregations approved by Senate but creates a group of Lassonde, Osgoode and Schulich – the largest of the Faculties that are characterized by programs leading to professional accreditation.

The groupings do not include the Faculty of Graduate Studies but it is likely that most or all of the faculty members nominated will be appointed to FGS. Cross-appointed faculty members will be assigned to the group to which their declared home Faculty is assigned.

Approved by Senate Executive on September 17, 2015

Documentation is attached as Appendix A.

Executive Committee – Report to Senate (cont'd)

2. Candidates for Election to Senate Committees and Other Senate-Elected Positions

Senate Executive recommends the following candidates for election to Senate Committees with non-designated seats for the remainder of three-year terms beginning immediately and ending June 30, 2018; and other positions with specified terms.

Nominations are also accepted prior to the meeting if the nominee has consented and is available for the published meeting time of the committee. Nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded to Senators prior to the meeting of September 24. Any balloting required to elect individuals will be conducted by e-vote commencing September 25.

Final approval for a slate of nominees is given by Senate on a motion “that nominations be closed.”

Vice-Chair of Senate (Full-time faculty member; incumbent serves until December 31, 2016 as Vice-Chair followed by an 18-month term as Chair of Senate beginning January 1, 2017)

Lesley Beagrie, Associate Professor, Nursing, Health

Academic Standards, Curriculum and Pedagogy (Full-time faculty member; **1 of 2 vacancies; three-year term**)

Gerald Audette, Associate Professor, Chemistry, Science

Tenure and Promotions Appeals (Full-time faculty member; **1 of 2 vacancies; three-year term**)

Wenona Giles, Professor, Anthropology, Liberal Arts and Professional Studies

FOR INFORMATION

1. Presidential Search Process and Timelines

Senate Executive reviewed the principles governing presidential searches and its own role in the process at its meeting of September 17. It is essential that nominations are concluded in October so that the search committee can be populated.

Senate nominates 7 individuals – five faculty members and two students – and does so by means of a ballot of Senators. The University Secretary briefed the Committee

Executive Committee – Report to Senate (cont'd)

on milestones, and Senators are asked to note a call for nominations will be issued following the September 24 Senate meeting when the Faculty groupings have been determined. The call for faculty member and student nominees will be publicized on Senate-L, Faculty Council listservs and Y-File. The call for student nominees will be addressed to all registered York students under the auspices of the Vice-Provost Students. Nominations will be processed in the normal manner. That is, Senate Executive will prepare a slate of candidates to be approved by Senate, after which an e-vote ballot will be conducted to determine which faculty members and students will be nominated by Senate. Senators will be able to vote for all candidates.

2. Approval of Committee Members Nominated by Faculty Councils

The Committee has approved the following individuals for membership on Senate committees with terms beginning July 1, 2015 and ending June 30, 2018.

Nominees for Academic Policy, Planning and Research

Norma Sue Fisher-Stitt, Associate Professor, Arts, Media, Performance and Design
Karen Krasny, Associate Professor, Education
Thumeka Mgwigwi, Associate Librarian, Libraries

Nominees for the Sub-Committee on Honorary Degrees and Ceremonials

Shayna Rosenbaum, Associate Professor, Health
Caroline Hossein, Assistant Professor, Liberal Arts and Professional Studies
Joan Steigerwald, Associate Professor, Graduate Studies (LA&PS)

3. Action Taken Under Summer Authority

In accordance with Senate rules as amended in October 2006, “between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.”

The only action taken during the summer was to appoint Professor Ali Asgary (School of Administrative Studies, LA&PS) as an interim member of the Senate Appeals Committee. This appointment ensured that SAC achieved quorum for a panel meeting held on July 20, and it was made on the basis of a provision in SAC's procedures that "if enough members to complete the panel cannot be appointed from the SAC, the Executive Committee of Senate may appoint interim members." Professor Asgary was a member of the Committee from 2011 to 2014, and the Committee is grateful for his willingness to serve SAC and Senate in this capacity.

Executive Committee – Report to Senate (cont'd)

4. Senate and Senate Committee Survey

A survey of Senators and Senate committee members was conducted in late June and early July. Both surveys confirm that interest, duty and the desire to learn about University developments remain prominent motivators for Senators that attended regularly. Interest remained high even if members did not always actively participate. In many other respects the surveys reflect a high degree of satisfaction on the part of respondents.

Respondents did point to ways of enhancing the work and experience of Senate and committees. In this light, the Executive Committee will work with committees and others to address trends detected in the results. Measures taken will include ensuring that all documentation is circulated well in advance of meetings, seeking ways to engage Senators in timely and meaningful discussions, and planning agendas to highlight topics of greatest importance to the collegium. In response to suggestions, an organizational chart has been created for Senate and is now posted online. The Secretariat has also offered to prepare a laminated précis of key rules for deposit in the Senate Chamber.

The Committee is grateful to all those who participated in the surveys, and is always open to suggestions from Senators and committee members about topics and ways to promote attendance, engagement, and effectiveness.

Documentation is posted online with the agenda for this meeting.

The names of individuals and other identifiers have been excised.

5. Senate in 2014-2015

A consolidated report on actions taken by Senate in 2014-2015 is attached as Appendix A. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year. The document was provided to Senate in June, but it may be helpful for new Senators to gain a sense of the breadth of actions during the year.

Documentation is attached as Appendix B.

6. Senate Attendance in 2014-2015

Senate Executive maintains a close watch on patterns of attendance, and the attendance record for the past year is appended. While there were especially strong turnouts for March meetings, the average attendance for 2014-2015 is in line with previous years.

Documentation is attached as Appendix C.

Executive Committee – Report to Senate (cont'd)

7. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Secretary on behalf of the Chair of the Sub-Committee on Honorary Degrees and Ceremonials, Professor Stan Tweyman, the Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, two new candidates have been deemed eligible for honorary degrees.

8. Senate Rules, Procedures and Guidelines

Senate rules require that “not less frequently than every three years a Senate Handbook shall be published.” The Handbook was last published in hard copy format and online in 2012. Senate rules also stipulate that

- Nothing shall be included in the Senate Handbook that purports to be a statute, by-law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.
- No new edition of the Senate Handbook shall be published with any amendments, revisions, alteration, or changes of any kind unless such amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda, and adopted by express resolution of the Senate.

The Committee expects to be in a position to present an edited version to Senate for approval in October or November.

9. Welcome to New Member

The Committee was pleased to welcome Professor Bernie Lightman, one of Senate's nominees on the Board of Governors. Professor Lisa Philips was approved for membership on Senate Executive in June but has deferred the start date of her term until her appointment as Interim Dean of the Bora Laskin Law School at Lakehead University has concluded. We look forward to greeting and working with student members of the Committee when they have been nominated following their first caucus meeting.

George Comninel, Chair

Senate Executive Briefing Note

Presidential Search Committee: Grouping of Faculties for the Purpose of Nominating Members of the Committee

Action: For approval and subsequent recommendation to Senate

Recommendation

It is recommended that the Committee approve the following grouping of Faculties for the purpose of nominating five full-time faculty members to the President Search Committee:

- Group 1: Liberal Arts and Professional Studies / Glendon (45.0 % of complement; 2 nominees)
- Group 2: Science / Health (22.0 % of complement; 1 nominee)
- Group 3: Osgoode / Schulich / Lassonde (15.6 % of complement; 1 nominee)
- Group 4: Education / Environmental Studies / Arts, Media, Performance and Design / Librarians (17.5 % of complement; 1 nominee)

Rationale

In 2005, Senate approved “Nomination and Selection Guidelines for Designating Senate’s Nominees for the Next Presidential Search Committee” based on a recommendation from the Executive Committee that provided for the following:

- the five faculty members and two students nominated for the search committee by Senate will be selected by a ballot of Senators and all Senators will be eligible to vote for candidates. Candidacy will not be restricted to Senators
- Senate Executive will serve as the nominating committee for the purpose of preparing a slate of recommended faculty member candidates, and in doing so will be guided by recognized nomination and election principles
- Senate’s five faculty member nominees for membership on the search committee will be selected as follows:

From Arts, Atkinson and Glendon	2 nominees
From Science & Engineering	1 nominee
From Osgoode and Schulich	1 nominee
From Education, Environmental Studies and Fine Arts	1 nominee

- Senate Executive will serve as the nominating committee for the purpose of preparing a recommended slate of candidates and in constructing a slate of recommended candidates will be guided by recognized nomination and election principles
- the Student Senator Caucus will propose, and Senate Executive will confirm, the slate of student candidates recommended for selection by Senate

The groupings must be modified to take into account the creation of three new Faculties and the transfer of units. This recommendation is based on the 2005 allocations approved by Senate but creates a group of Lassonde, Osgoode, Schulich – all of which are characterized by programs leading to professional accreditation.

Senate and Senate Committees Year End Review 2014-2015

From July 2014 to June 2015 the Senate of York University was presided over by Professor Roxanne Mykitiuk of Osgoode Hall Law School, whose term was extended by Senate in September 2014 following the departure of the Chair-elect, Professor Amir Asif, for a decanal position at Concordia. Professor George Comninel of the Department of Political Science in Liberal Arts and Professional Studies was elected as Vice-Chair. He will begin an 18-month term as Senate's 42nd Chair on July 1, 2015. Maureen Armstrong became the seventh Secretary of Senate on July 1, 2014.

Senate met on twelve occasions during the year. The November meeting was held in the Centre of Excellence at Glendon. Two special meetings were held in March to deal with matters arising from the academic disruption resulting from a strike by members of CUPE 3903 which took place from March 1 to March 31. Senate Executive met frequently during this period to discharge the responsibilities assigned to it under the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes of Other Causes*.

Information about items referenced in this report can be accessed from the online meeting synopses and minutes of Senate meetings or obtained by contacting the University Secretariat. Senate committees identify priorities for the year in the autumn and provide progress and year-end reports on progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

York Region Campus

In May the Government of Ontario announced that York was successful in its bid for a new campus in York Region to be located at the Markham Centre. (In April 2014, Senate agreed to endorse the University's engagement in a process leading to a bid for the campus under the Major Capacity Expansion Policy Framework, APPRC recommendation.) York was the sole applicant among 19 competitive bidders to receive funding for a new campus.

Academic and Administrative Program Review / Institutional Integrated Resource Plan

On November 13 the Academic Policy, Planning and Research Committee sponsored an open forum on "Academic Priorities: Contexts, Planning and Implementation" following on the release of Academic and Administrative Program review task force reports. APPRC also filed its final report on its own engagement with the AAPR process in February. A forum will be held in September 2015 to share views on an Institutional Integrated Research Plan to be issued in June 2015.

Regular Reports

President Mamdouh Shoukri (Monthly)
 Provost Rhonda Lenton (Enrolments, applications, academic planning; various months)
 Vice-President Finance and Administration Gary Brewer (November, June)
 Vice-President Research and Innovation Robert Haché (December)
 Senate Members on the Board of Governors on meetings of the Board
 Academic Colleague to the Council of Ontario Universities on COU Issues Updates

Other Reports

University Librarian Catherine Davidson (major developments at the Libraries, October)

Vice-Provost Alice Pitt (implications of the new MTCU approval regime, January; preparations for the Pan Am and Parapan Am Games, February)

Major Planning Reports

Faculty and University Library Planning (APPRC, May)

Joint Sub-Committee on Quality Assurance of APPRC and ASCP (January, May, June)

Annual Reports from Senate Committees

Academic Planning Discussions (APPRC, May)

Allocations of Scholarship and Bursaries (Awards, April)

Animal Care, Biological Safety, Human Participants Review Committee (APPRC, June)

Appeals and Petitions, University and Faculty (Appeals, January)

Distinguished Research Professors (Awards, May)

New Scholarships and Bursaries (Awards, April)

Non-Degree Studies (APPRC and ASCP, February)

President's University-Wide Teaching Awards Recipients (Awards, March)

Prestigious Awards for Graduating Students (Awards, June)

Senate Attendance (Executive, June)

Senate Year in Review (Executive, June)

Tenure and Promotions (Tenure and Promotions, October)

University Professors (Awards, May)

Senate Policies – New and Amended

Convocation In Absentia (Executive, January) and Addition of a February Ceremony (ASCP) **New**
Policy on the Designation of Research and Teaching Chairs and Professorships and Distinguished Fellowships (APPRC, March) **Replacement of Existing Policy**

Mature Student Admission Category (ASCP, February) **Amendments**

Policy on Externally Funded Regular Named Chairs (APPRC, March) **New**

Senate Membership for 2015-2017 (Executive, June) **Amendments**

Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students (ASCP, May) **New**

Senate Policies – Facilitated Discussions

Undergraduate and Graduate Grading Scales (ASCP, May; Registrar Don Hunt, facilitator)

Faculty Policies and Regulations – New and Amended

Policy on Social Media, Nursing, Health (ASCP, September)

Honours Standing Progression Requirements, Bachelor of Engineering, Lassonde (ASCP, September)

BBA / iBBA program, Schulich (ASCP, March)

Senate Policies – Facilitated Discussions

Undergraduate and Graduate Grading Scales (ASCP, May; Registrar Don Hunt, facilitator)

Academic Unit Name Changes

Department of Film to Department of Cinema and Media Studies, AMPD (APPRC, June)

Academic Unit Transfers

Division of Continuing Education from Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost and its renaming as the School of Continuing Studies (APPRC, October)

Academic Program Establishment

Biology, Bilingual BSc Program, Multidisciplinary Studies, Glendon (ASCP, February)
Civil Engineering, MAsC/ PhD Programs, Civil Engineering, Lassonde/FGS (ASCP, March)
Educational Studies, Honours BA and Honours Minor Programs, Education (ASCP, February)
Mathematical Biology, BSc, Mathematics & Statistics, Science (ASCP, January)
Mechanical Engineering, MAsC/ PhD Programs, Mechanical Engineering, Lassonde/FGS (ASCP, Feb.)
Music, Advanced Credit Program, Music, AMPD (ASCP, May)
Psychology, BSc Bilingual Program, Glendon (ASCP, December)

Graduate Diplomas (New)

Advanced Accounting (Type 1), Schulich / FGS (ASCP, February)
Intermediate Accounting (Type 3), Schulich / FGS (ASCP, April)
Professional Accounting, School of Administrative Studies, FGS (ASCP, February)

Academic Programs - Name Changes

Portuguese Studies to Portuguese and Luso-Brazilian Department of Languages, Literatures & Linguistics, Liberal Arts & Professional Studies (ASCP, January)
LLM Specialization in Alternative Dispute Resolution to Dispute Resolution (ASCP, April)

Academic Programs - New Streams, Options, Fields and Specializations

BEng and BSc Programs Co-Op Option, Lassonde (ASCP, January)
Global Health Honours Minor Option for BA and BSc Programs in, Health (ASCP, February)
Jewish Studies 90-credit Degree Option, Humanities Department, LA&PS (ASCP, February)
Professional Writing 90-credit Degree and Honours Minor Options, LA&PS (ASCP, February)

Program, Diploma and Certificate Closures / De-Listings

Certificate in Non-Profit Management, Social Science, Liberal Arts & Professional Studies (ASCP)
Diploma in Justice System Administration and the Diploma in Democratic Administration from the MPA program [diplomas will continue to be offered by the Masters in Public Policy, Administration and Law (MPPAL) program and the graduate program in Political Science respectively]
General Certificate in Professional Ethics, Philosophy, Liberal Arts & Professional Studies
Master in Public Administration Program, Schulich / FGS (ASCP, December)
Linguistic and Stylistic Studies Field from the MA and PhD Programs in English, English, FGS (ASCP)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

Interdisciplinary Fine Arts courses from INFA to AMPD (ASCP, November)

Changes in Admissions Requirements

Bachelor of Science in Nursing 2nd Degree Entry Program, Nursing, Health (ASCP, February)
Certificate in Technical and Professional Communication, Glendon (ASCP, May)
Master of Accounting Program, Schulich School of Business / FGS (ASCP, February)

Changes in Degree Requirements

During the year the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of amendments to the requirements for the following:

Accounting Program, Masters, Schulich / FGS (ASCP)
Bachelor of Public Administration, Honours and Specialized Honours, LA&PS (ASCP, February)
BBA / iBBA program, Schulich (ASCP, March)
Biology MSc and PhD, FGS (ASCP, April)
Business & Society BA, LA&PS (ASCP, February)
Business Economics BA, Glendon (ASCP, March)
Canadian Studies, BA, Glendon (ASCP, February)
Computational Arts & Technology, Honours Minor, in AMPD / Lassonde (ASCP, January)
Computer Science, BA / BSc, Electrical Engineering & Computer Science, Lassonde (ASCP, February)
Computer Science, Honours Minor BA and BSc Programs, Lassonde (ASCP, February)
Computer Security, Specialized Honours BA and BSc Programs, Lassonde (ASCP, February)
Digital Media Specialized Honours BA AMPD (ASCP, January)
Disaster & Emergency Management, Masters (ASCP, December)
Drama Studies BA, Arts, Media, Performance and Design (ASCP, November)
Economics BA and IBA Specialized Honours Programs, Economics, Glendon (ASCP, March)
Education, Master's Program, FGS (ASCP, March)
Electrical Engineering, BEng, Lassonde (ASCP, February)
Environmental Biology, BSAC, Science (ASCP, January)
Film BFA, Production Stream, AMPD (ASCP, January)
Film BFA, Screenwriting Stream, AMPD (ASCP, January)
Film BA and BFA, Cinema & Media Studies Streams, AMPD (ASCP, January)
German Studies BA, LA&PS (ASCP, January)
Global Health, BA and BSc (ASCP, December)
Health & Society BA, LA&PS (ASCP, February)
Health Management, Specialized Honours Bachelor of Health Studies (ASCP, February)
iBA programs in LA&PS (Anthropology; Communication Studies; European Studies; French Studies; Geography; German Studies; History; Humanities; Italian Studies; Gender, Sexuality & Women's Studies; Political Science; Social Science; Urban Studies) (ASCP, January)
Humanities, MA and PhD, FGS (ASCP, May)
Interdisciplinary Social Science BA, LA&PS (ASCP, February)
International Bachelor of Business Administration Program (iBBA), Schulich (ASCP, March)
International Development Studies BA, LA&PS (ASCP, February)
International Studies BA, Glendon (ASCP, March)
Internationally Educate Nurses, BScN Post-RN Program, Health (ASCP, February)
Italian Culture BA, LA&PS (ASCP, January)
Italian Studies BA Programs, LA&PS (ASCP, January)
Italian Studies BA, LA&PS (ASCP, February)
Law & Society BA, LA&PS (ASCP, February)
Linguistics & Language Studies BA, Linguistics & Language Studies, Glendon (ASCP, February)
Music, BA, Specialized Honours BA, Honours Minor Programs in AMPD (ASCP, February)
Physics & Astronomy Specialized Honours BSc (Applied Physics, Astronomy and Physics Streams) Science (ASCP, April)
Physics & Astronomy, PhD (ASCP, October)
Physics & Astronomy, MSc (ASCP, October)
Physics and Astronomy, 90-Credit Program Physics Stream, Science (ASCP, March)
Professional Writing Honours and Specialized Honours BA, LA&PS (ASCP, February)
Psychology BA and BSc, Glendon (ASCP, March)
Psychology, MA and PhD Programs (ASCP, November)

Urban Studies BA, LA&PS (ASCP, February)
Visual Arts 90-Credit BA, (ASCP, February)
Visual Arts, Honors BA, AMPD (ASCP, February)
Work & Labour Studies BA, LA&PS (ASCP, February)

Changes in Requirements (Certificates and Diplomas)

Certificate in Law and Social Thought, LA&PS (ASCP, May)
Certificates of Proficiency, Languages, Literatures & Linguistics, LA&PS (ASCP, February)
Diploma in Asian Studies (Type II) (ASCP, October)

Sessional Dates Reports

Adjustments, Summer 2015 Schedules Accommodating Pan Am and Parapan Am Games (ASCP, October)

Recipients of the President's University-Wide Teaching Awards (Awards, April)

Contract and Adjunct Faculty: Peter Constantinou, Public Policy and Administration, LA&PS
Full-time Faculty: Jean Michel Montsion, International Studies, Glendon
Senior Full-time Faculty: Carys Craig, Osgoode
Teaching Assistant: Vivian Stamatopoulos, Sociology, LA&PS

New University Professors (Awards, May)

Richard Hornsey, Lassonde
Suzanne Macdonald, Health
Adrian Shubert, Liberal Arts and Professional Studies.

Amendments to Faculty Council Rules and Procedures

FGS Council (Executive, April)
Health Council (Executive, April)
Liberal Arts and Professional Studies Council (Executive, October)

Additions to the Pool of Prospective Honorary Degree Recipients

During the year the Executive Committee approved the addition of 21 individuals to the pool of prospective honorary degree recipients and the extension of 16 previously approved individuals for a further five year term. The Committee's decisions were based on recommendations made by its Sub-Committee on Honorary Degrees and Ceremonials.

Organized Research Unit Charters (APPRC recommendations in June)

Centre for Refugees Studies (CRS)
Centre for Research in Mass Spectrometry (CRMS)
Centre for Research on Biomolecular Interactions (CRBI)
Centre for Research on Earth and Space Science (CRESS)
Centre for Research on Latin America and the Caribbean (CERLAC)
Centre for Vision Research (CVR)
Institute for Social Research (ISR)
Robarts Centre for Canadian Studies (Robarts)
York Centre for Asian Research (YCAR)
York Centre for Automotive Research (York CAR – provisional name)

Endowed Chairs and Professorships (New)

James and Joanne Love Chair in Environmental Engineering (APPRC,

Executive Committee Meetings with Others

The Executive Committee postponed a joint meeting with the Executive Committee of the Board of Governors scheduled for March. The Chair, Vice-Chair and University Secretariat staff met with Senate Committee Chairs (November and May).

Senate Officers and Committee Chairs

Roxanne Mykitiuk, Chair of Senate

George Comninel, Vice-Chair of Senate

Maureen Armstrong, Secretary of Senate

Rebecca Pillai Riddell, Chair of Academic Policy, Planning and Research

Leslie Sanders, Chair of Academic Standards, Curriculum and Pedagogy

Vivian Saridakis, Chair of Appeals

David Leyton-Brown, Chair of Awards

Roxanne Mykitiuk, Chair of Executive

Jose Etcheverry, Co-Chair of Tenure and Promotions

Suzie Young, Co-Chair of Tenure and Promotions

Stanley Tweyman, Chair of the Sub-Committee on Honorary Degrees and Ceremonials

University Secretariat

Maureen Armstrong, University Secretary and General Counsel

Robert Everett, Senior Assistant Secretary of the University

Terry Carter, Assistant Secretary of the University

Cheryl Underhill, Assistant Secretary of the University

Elaine MacRae, Coordinator, Board and Senate Support

Michelle Roseman, Administrative Assistant

Senate Attendance in 2014-2015 (including special meetings)

Table 1
Senate Attendance, 2014-2015
by Category of Membership and Meeting Date
(n =162)¹
Special meetings in red.

Membership by Category	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	March 2015			Apr 2015	May 2015	Per Cent
							16	19	26			
LA&PS (40)	25	28	22	25	30	25	35	27	25	22	15	63.4
Education (4)	2	0	1	1	2	1	2	2	2	1	0	32.1
FES (4)	3	4	2	1	2	3	3	4	2	2	1	61.3
Arts, Media, Performance & Design (8)	3	2	1	1	3	1	2	6	5	5	2	35.2
Glendon (8)	4	6	7	4	4	4	5	5	4	4	3	54.5
Lassonde (5)	4	5	1	2	5	4	3	4	5	3	2	69.0
Health (11)	9	7	9	5	10	8	7	9	7	7	4	68.7
Osgoode (4)	3	3	1	1	1	1	3	2	2	0	0	39.3
Schulich (6)	3	4	4	3	4	5	4	5	5	4	1	64.3
Science (9)	5	5	2	4	4	5	7	8	6	2	1	49.4
All Faculty Members(99)	61	64	50	47	65	57	71	72	63	50	29	57.0
Librarians (2)	1	2	2	0	2	1	1	1	2	0	2	64.3
President (1)	0	1	0	1	1	1	1	1	1	1	1	82.1
Vice-Presidents (4)	4	2	4	4	4	4	4	4	4	4	4	95.4
Deans/Principal/ Librarian (12)	7	5	7	10	7	5	10	12	9	4	7	63.7
Students (28)	20	15	10	9	10	14	17	15	15	6	9	45.4
Committee Chairs(3)	1	3	2	1	2	2	3	2	3	1	2	67.6
Other Members (13)	8	9	4	9	9	9	9	10	9	8	7	64.3
Number Senators Attending (Percent)	102 (63.6)	101 (62.3)	79 (49.6)	81 (50)	100 (62.2)	93 (57.4)	116 (72.0)	117 (72.2)	106 (65.4)	74 (46)	61 (38.5)	(58.0)

¹ Maximum size of Senate 167. However, totals in the tables and graphs do not include the Chancellor and members of the Board of Governors. Two committee chairs were already members of Senate.

Table 2
Senate Attendance 2011-2012 to 2014-2015
by Category of Membership and Percentage

Membership Category	2011-2012	2012-2013	2013-2014	2014-2015
All Faculty Members (99)	60.4	51.1	62.8	58.0
Education (4)	69.0	47.0	75.0	32.1
Environmental Studies (4)	69.0	59.3	61.1	61.3
Arts, Media, Performance & Design (8)	36.0	25.0	45.8	35.2
Glendon (8)	47.0	42.2	48.6	54.5
Health (11)	76.2	55.0	59.5	68.7
Lassonde (5)	n/a	n/a	60.0	67.2
Liberal Arts and Professional Studies (40)	63.1	53.4	72.2	63.4
Osgoode (4)	47.0	47.0	30.5	39.3
Schulich (6)	56.2	54.2	59.2	64.3
Science (9)	62.5	66.0	66.6	49.4
Librarians (2)	88.0	87.5	83.3	64.3
President / Vice-Presidents (5)	77.0	78.1	89.0	93.2
Deans / Principal / Librarian (12)	41.0	37.5	67.5	63.7
Students (28)	36.0	36.5	32.5	45.4
Committee Chairs (3)	50.0	42.5	77.7	67.6
Other Members (13)	70.8	64.5	65.8	64.3
Percentage Attendance	56.4	50.0	59.6	58.0

Table 3
Ranked (Descending)
Attendance in 2014-2015 by Category

President / Vice-Presidents	93.2
Health	68.7
Committee Chairs	67.6
Lassonde	67.2
Librarians	64.3
Other Members	64.3
Schulich	64.3
Deans / Principal / Librarian	63.7
Liberal Arts & Professional Studies	63.4
Environmental Studies	61.3
All Faculty Members	58.0
Glendon	54.5
Science	49.4
Students	45.4
Osgoode	39.3
Arts, Media, Performance & Design	35.2
Education	32.1

Table 4
Senate Attendance in 2014-2015
by Meeting Date (n = 162)
Special meetings in red.

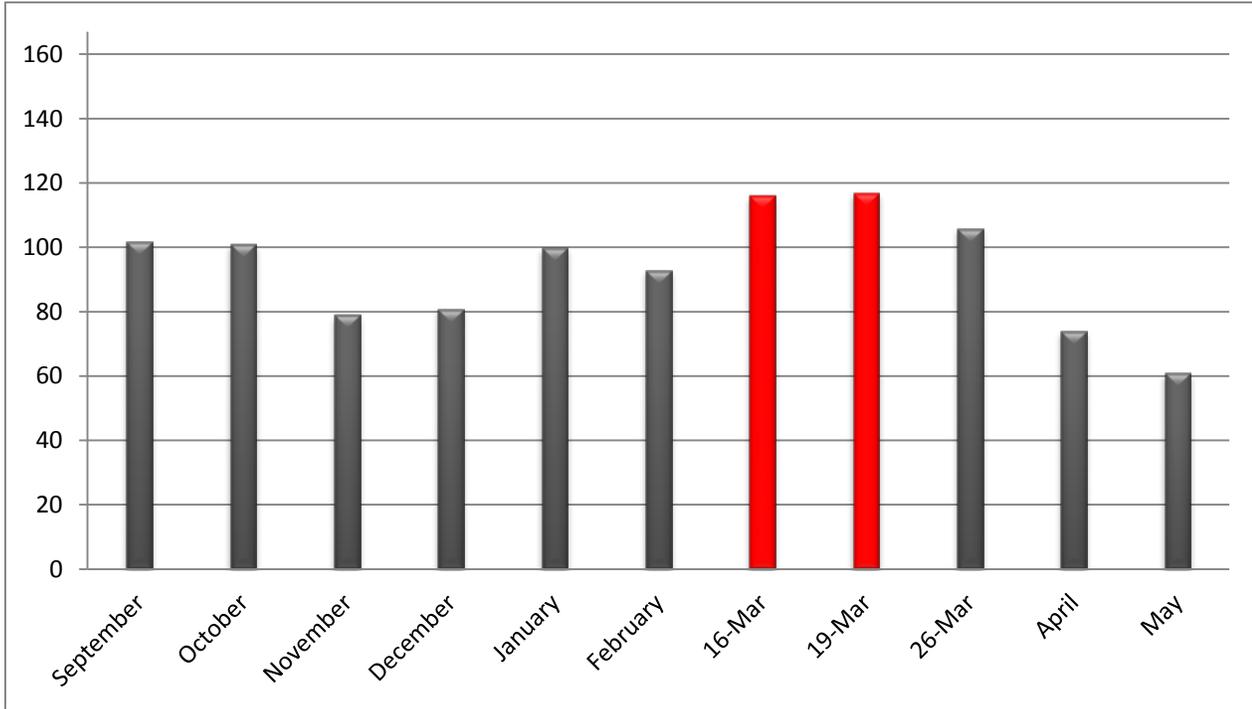
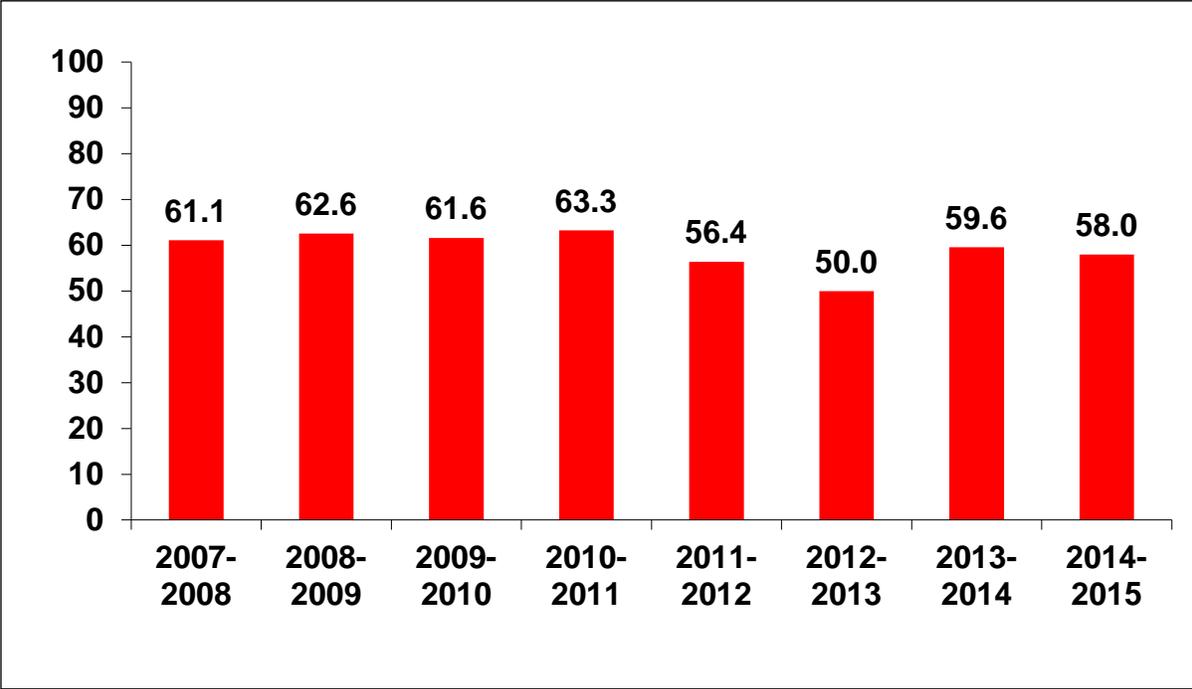


Table 5
Senate Attendance
2007-2008 to 2014-2015
by Year and Average



Academic Standards, Curriculum & Pedagogy Committee



Report to Senate

At its meeting of 24 September 2015

For Action

1. Establishment of the Degree of Master of Leadership and Community Engagement • Faculty of Education / Faculty of Graduate Studies [Statutory Motion].

At the Senate meeting of 25 June 2015 ASCP provided notice of its intention to propose the establishment of a new Master of Leadership and Community Engagement Degree at the Senate meeting in September. Accordingly, ASCP recommends

That Senate approve the establishment of the degree of Master of Leadership and Community Engagement (MLCE), FW 2015 – 2016.

Rationale

The proposed Master of Leadership and Community Engagement (MLCE) is a professional Master's degree to be housed in the Graduate Program in Education. The MLCE is distinct from the existing Master of Education (MEd) degree offered by York, which is research focused and primarily serves kindergarten to grade 12 teachers. The MLCE degree is designed for professionals in areas related to education, community, and other public sectors. Its target cohort will be public sector professionals who are interested in developing their professional skills and knowledge to advance community-based research and practice for social change. It is a course-based degree, two of which are structured as mandatory community placements. The MLCE's learning outcomes are consistent with and build upon the pan-University Master's Degree Level Expectations articulated by FGS (<http://gradstudies.yorku.ca/current-students/regulations/degree-types/#masterexpectations>).

The establishment of stand-alone degree types is a growing trend in graduate education across North America. The graduate program in Education at York is responding to developments in the discipline and public sector by the creation of the MLCE degree.

Similar existing degrees / programs at Ontario universities include:

- MA in Social Justice and Community Engagement at Wilfred Laurier University
- MEd in Adult Education and Community Development at U of T
- Professional Master of Education (PME) at Queens University (online program)
- Master of Professional Education (PMEd), Field of Equity, Diversity and Social Justice at Western University

A Master of Leadership and Community Engagement degree type at York would be unique in the province and nationally.

Academic Standards, Curriculum & Pedagogy Committee

Report to Senate (cont'd)

The proposal was reviewed over several ASCP meetings with the proponent, and enhancements were made in response to feedback from the Committee and the external reviewers. The Committee is pleased to recommend its approval to Senate. The full proposal and supporting documentation for the establishment of the degree program are attached as Appendix A.

Approvals: ASCP 3 June 2015 • APPRC 18 June 2015 • FGS Council 12 March 2015
• FGS APPC December 2014

2. Establishment of a Master of Leadership and Community Engagement Degree Program • Faculty of Education / Faculty of Graduate Studies.

ASCP recommends

That Senate approve the establishment of a Master of Leadership and Community Engagement (MLCE) degree program, effective F/W 2015 - 2016.

Rationale

See Item 1 above.

Approvals: ASCP 3 June 2015 • APPRC 18 June 2015 • FGS Council 12 March 2015
• FGS APPC December 2014

For Information

1. Report on External Program Decisions

a. Quality Assurance Council Program Approval Decisions

The York University Quality Assurance Policy and its associated Procedures (YUQAP) together comprise the Senate legislation governing York's quality assurance process. The process requires the Vice-Provost Academic to submit new program and diploma proposals to Quality Council following Senate's approval. In turn, decisions from Quality Council are conveyed to the Vice-Provost who transmits them to ASCP for information.

The following is the most recent program approval received from Quality Council.

Program	Senate Approval	Quality Council Decision
Graduate Diploma in Quantitative Methods (Type 2)	November 2014	Approved to Commence (July 2015)

Academic Standards, Curriculum & Pedagogy Committee

Report to Senate (cont'd)

b. MTCU Program Approval Decisions

Once new academic programs have been approved by Senate and the Quality Assurance Council has approved them to commence, new “non-core” undergraduate program proposals and all new graduate program proposals must be submitted to the Ministry of Training, Colleges and Universities (MTCU) for funding approval. The new programs must also be ministry-approved in order for students who are enrolling in these programs to be eligible to receive assistance from the Ontario Student Assistance Program (OSAP).

The establishment of MAsc and PhD programs in both Mechanical Engineering and Civil Engineering at York received MTCU approval in July 2015. The full list of all Ontario university program approval decisions issued by MTCU in July is attached as Appendix B for Senate’s information.

Consent Agenda

1. Granting of Degrees, Certificates and Diplomas (Fall 2015 to Spring 2016)

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that:

- i) Senate authorize the granting of degrees at the University’s Convocations held in Fall 2015, February 2016 (Convocation *In Absentia*) and Spring 2016 to those students who have fulfilled the degree program requirements and who have been recommended by the Councils of the Faculties and Colleges for receipt of the degrees listed in Appendix C.
- ii) Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education; and that
- iii) Senate authorize the granting of diplomas and certificates at the University's Convocations held in Fall 2015, February 2016 (Convocation *In Absentia*) and Spring 2016 to those students who have fulfilled requirements and who have been recommended by the Councils of the Faculties for receipt of the diplomas and certificates listed in Appendix C.

Franck van Breugel, Chair

YORK UNIVERSITY

New Program Brief

Master of Leadership and Community Engagement

Submitted: May 27, 2015

TABLE OF CONTENTS

1. INTRODUCTION	4
1.1. The Proposed Program.....	4
1.3. Proposal Development.....	4
1.4. Faculty in which the program will be anchored.....	5
2. GENERAL OBJECTIVES OF THE PROGRAM.....	5
2.1. Brief Description of the General Objectives of the Program.....	5
2.2. Relationship of the Proposal to Faculty and University Academic Plans	6
3. NEED AND DEMAND.....	7
3.1. Similar Programs	7
Similar Programs in Other Ontario Universities:.....	8
Similar Programs at Institutions beyond Ontario.....	9
3.2. Need for the program	10
4. PROGRAM CONTENT AND CURRICULUM.....	11
4.1. Program Requirements.....	11
4.2. List of courses offered to support program.....	12
4.3. Course offerings to ensure minimum course requirements	17
4.4. Program requirements in the Graduate Calendar.....	17
5. PROGRAM STRUCTURE, LEARNING OUTCOMES AND ASSESSMENT.....	17
5.1. Program Learning Outcomes	17
5.2. Program structure.....	20
5.3. Appropriateness of Methods for Assessing Student Achievement and the Relationship of Assessment to Degree Level Expectations.....	22
5.4. Program Length	24
5.5. Delivery Methods.....	24
6. ADMISSION REQUIREMENTS	25
6.1. Program Admission Requirements	25
6.2. Alternate Admissions.....	25

7. RESOURCES	26
7.1. Faculty Expertise	26
7.1.1. Faculty of Education’s Relationships with Community Organizations.....	26
7.2. Role of Retired, Adjunct and Contract Faculty	28
7.3. Laboratory Facilities/Equipment	28
7.4. Space Requirements.....	28
7.5. Academic Supports and Services.....	28
7. 6. Financial Support	29
Table 1: Listing of Faculty.....	29
Table 2: Graduate Supervision.....	32
Table 3: Research Funding Received by Faculty	32
8. ENROLMENT PROJECTIONS.....	33
8.1. Anticipated enrolment target.....	33
9. SUPPORT STATEMENTS	34
REFERENCES	35
APPENDIX A: Graduate Calendar Program Requirements (Not copied for Senate).....	36
APPENDIX B: New Course Proposals (Not copied for Senate)	39
APPENDIX C: Support Statements.....	79

1. INTRODUCTION

1.1. The Proposed Program

The proposed degree, the **Master of Leadership and Community Engagement (MLCE)** is timely, innovative, and unique. It addresses local needs, responds to growing trends in graduate education, and incorporates known elements of successful professional master's programs: flexible course delivery, professional development, and practical experience (Academic Affairs Forum, 2015). The MLCE aims to deepen students' understandings of leadership, community, and engagement; enhance students' research literacy; and develop students' leadership, community engagement, and communication skills leading to new employment or career advancement. The curricular content and program structure are consistent with a program culminating in a master's degree designation.

The proposed Master of Leadership and Community Engagement (MLCE) is a professional master's degree to be offered by the Graduate Program in Education. The MLCE will be offered as a four term, part-time degree through blended and online courses and community placements that prepare graduates to take on leadership roles in public sector organizations and communities with a focus on community engagement and innovation. This proposal has been developed with wide consultation with faculty in the Graduate Program and draws upon and expands our current strengths in community-based research and practice. The MLCE is distinct from our highly successful Master of Education degree, which primarily serves K-12 teachers and is research-focused. The MLCE targets public sector professionals who are interested in developing their professional skills and knowledge to leverage community-based research and practice for social change. Each cohort of 25 students will complete all aspects of the program together.

1.3. Proposal Development

The process of developing this new program brief has been consultative and collaborative, involving input from students, faculty both inside and outside of Education, and other stakeholders. In May 2012, a faculty retreat was held to consider the development of new faculty initiatives, including a Master of Leadership and Community Engagement degree. Interest was high and the dean asked the Graduate Program Director (GPD) to begin developing a proposal with collegial involvement. The GPD devoted two Graduate Council meetings to discussions (in fall 2013 and winter 2014). With the endorsement of Graduate Council, the GPD struck an ad hoc working group to develop the proposal. The working group included tenure stream and contract faculty, the Graduate Program Coordinator, and the Associate Dean Research and Professional Development.

As part of the preparation of this proposal, the GPD and the working group researched existing professional Master's programs in education and consulted existing networks in the GTA about the feasibility and market for the program. Once the GPD and working group were convinced of the viability of a Master of Leadership and Community Engagement degree for public sector professionals, they developed a program of study and presented the draft to the Graduate Executive Committee in the spring of 2014. With feedback from students and faculty, and ongoing feedback from the Dean of Education and Vice-Provost (Academic), a second draft was presented at a Graduate Program Retreat, which included students and faculty. With yet another

set of comments and feedback, the working group developed a final draft, presented it to the last Graduate Council meeting of the 2014 academic year where it was formally approved. The proposal was appraised by two external reviews in February 2015. The external reviewers' report was very supportive of the proposed MLCE. The proposal was also approved by both the Faculty of Graduate Studies Academic Policy and Planning Committee and FGS Faculty Council. The proposal was also reviewed by the ASCP in March 2015. It was revised in light of comments and suggestions forwarded by ASCP and the external reviewers. The current proposal demonstrates alignment between course learning outcomes, program learning expectations, and York University's degree level expectations.

1.4. Faculty in which the program will be anchored

The program will represent one of the degree offerings of the Graduate Program in Education and will be anchored in the Faculty of Education. The Faculty of Education currently offers a Bachelor of Education degree, a Master of Education degree and a PhD in Education. A proposal to offer a Bachelor of Arts in Educational Studies has recently been approved by the university's quality assurance processes and the Ontario Universities Council on Quality Assurance.

2. GENERAL OBJECTIVES OF THE PROGRAM

2.1. Brief Description of the General Objectives of the Program

The Master of Leadership and Community Engagement (MLCE) is a four term, part-time degree designed for professionals in areas related to education, community, and other public sectors, including child and youth workers, community organizers, arts and culture administrators, and related fields. Although responsive to the needs and interests of professionals at all stages of their careers, the program targets professionals interested in career advancement and professional development. The MLCE's combination of experiential learning within a broad range of learning contexts and modalities is unique. Graduates of this program will be able to enhance their practice based on their experiential and intellectual work, leading to advanced levels of leadership within their workplaces and communities.

The program will have a focus on leadership, democratic policy processes, program design and evaluation, and social justice. It will emphasize the influence of local context on practice and enable students to situate local issues within provincial, national, and global contexts. The MLCE will draw on the multi-disciplinary experiences of students in each cohort in order to develop a professional network of practitioners from diverse sectors.

Unlike the Faculty of Education's more traditional, research-based Master of Education, the MLCE aims to deepen students' understandings of leadership, community, policy processes, and community engagement; develop students' leadership and communication skills; and enable students to become astute users of university and community-based research. Students will complete eight blended and online courses and participate in two community placements to achieve these outcomes.

2.2. Relationship of the Proposal to Faculty and University Academic Plans

The general objectives of the program align with York University's and the Faculty of Education's missions and academic plans. The MLCE is informed by the values expressed in the University 2010 – 2015 Academic Plan, including:

- a commitment to fostering the capacity of members of the community to contribute to building a democratic society;
- a commitment to contribute to a deeper understanding of the global issues that face our communities and to the development of solutions to those issues through research and analysis;
- recognition of the special opportunities and responsibilities that arise from the University's setting in a uniquely dynamic, metropolitan and multi-cultural milieu including the value of partnerships and outreach to the broader community consistent with institutional autonomy and trust reposed by the public;
- a commitment to social justice and equity which includes a profound desire to make post-secondary education accessible to the various individuals and communities we serve. (Academic Policy, Planning and Research Committee [APPRC], 2010, p. 3).

Moreover, the proposed program is grounded in a similar set of principles as contained in the Academic Plan, particularly those articulated in the *Engagement and outreach* theme and the priority areas *Enhancing teaching and learning* and *Building community and extending our global reach* (APPRC, 2010). Specifically, the MLCE reflects the university's commitments to academic quality, student success and engagement through its use of experiential learning and online and blended course delivery models. It addresses York's commitment to community engagement and outreach through "working in and with communities" and "developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students" (APPRC, 2010, p. 10).

Experiential education is a central component of the Master of Leadership and Community Engagement and is highly valued by the university. York's Experiential Education (EE) Working Group (2013) explains that "[e]xperiential education is a vehicle for deeper and more engaged student learning, and it can satisfy a range of degree level expectations for a program, particularly expectations and outcomes that relate to applications of knowledge, the development of skills and competencies, and the development of autonomy and professional capacity" (p. 5). The MLCE requires students complete two community placements and in so doing works towards the achievement of the 2018 Vision of the integration of Experiential Education at York (EE Working Group, 2013). The proposed program recognizes the community outside the walls of York as both a source and a site of education and learning. In their placements students will collaborate with diverse partners on mutually beneficial, creative and sustaining projects and deepen understanding of the relationships between theory, research and practice.

Finally, and importantly, the objectives of the MLCE align with the Faculty of Education's core values, especially its ongoing commitment to social justice, equity, and diversity, as described in the Faculty's Five-Year Academic Plan. Additionally, the MLCE fully aligns with York's Strategic Mandate Agreement ([SMA]; York University, 2014), which identifies "Education, Human Services and Community Development" as an area of institutional strength and "Healthy Individuals and Communities" as one of five proposed areas of growth at York. The appendix to

the SMA specifically mentions that Education will be submitting a Master of Leadership and Community Engagement for MTCU approval. The latter is significant because only programs referenced in the SMA will be considered for priority approval by MTCU.

3. NEED AND DEMAND

The proposed Master of Leadership and Community Engagement is unique and timely. If implemented, it would be the only program targeting working professionals in public sector organizations who are looking to advance in their careers and improve their communities by completing a part-time, professional master’s degree with flexible delivery.

3.1. Similar Programs

The proposed MLCE is a part-time degree program that is designed for people who are working full-time in areas related to education, community, and other public sector fields and organizations.

Specific content of the MLCE includes leadership theories, democratic policy processes, program design and evaluation, community engagement strategies, and social justice goals. There are no programs at York that currently offer a substantive focus on these areas nor the flexible program design to address the needs of public sector professionals within the GTA.

Similar Programs at York University:

Program	Description	How our proposed program is different
Master in Public Policy, Administration and Law (MPPAL)	An interdisciplinary, cross-faculty program, also considered a “professional” Master’s degree, offered as a two-year part-time program. The substantive focus of this program is on the law and legal issues.	The MLCE will <i>not</i> focus on human resources management or change management. It focuses on culturally responsive leadership, policy, and community engagement. The MLCE uses blended and online formats and requires students complete 2 community placements.
Social Sector Management Graduate Diploma	This graduate diploma is offered as a <i>part</i> of the Schulich School of Business’ MBA program.	The MLCE is a master’s degree and requires students complete 2 community placements.
Master of Arts in Socio-Legal Studies	This one-year Master’s degree program focuses on the law and legal aspects of society.	The MLCE focuses on the practical application of leadership and policy theories in community organizations and communities. It is part-time, uses blended and online formats and requires students complete 2 community placements.

Program	Description	How our proposed program is different
Master of Social Work	This two-year full-time program (for students without a BSW) combines coursework, a practicum and a practice-based research project and prepares students for a variety of roles in social service settings.	The MLCE is a part-time degree, uses blended and online formats and focuses on students already working in social service as well as other public sectors.

Similar Programs in Other Ontario Universities:

There is a move, across the province, to offer a range of professional Master’s degrees. Indeed, master’s degrees are the fastest growing university degree and professional master’s degrees are projected to comprise almost one third of master’s degrees awarded by 2022 (Academic Affairs, Forum, 2015). The MLCE is well-positioned in this competitive landscape. The small cohort groups, the emphasis on experiential learning, the use of blended and online course delivery formats set the MLCE apart from other programs.

Program	Description	How our proposed program is different
Wilfred Laurier University: Master of Arts in Social Justice and Community Engagement	The one-year (three-term) M.A. degree can be taken full-time, and includes a community-based placement. The culminating activity can be a written report or an “alternative creative work project”.	Unlike the program at Laurier, our students will be participating in the program only on a part-time basis, and they will be engaged in related employment during the day. The MLCE uses blended and online formats.
OISE, University of Toronto: Master in Education, Adult Education and Community Development	This professional (M.Ed.) program is a non-thesis degree program that can be taken either full-time or part-time, and that has four areas of specialty, including: Aboriginal/Indigenous Education; Community, Learning and Change; Global Education and Change; and Workplace Learning and Change.	In our program, students will study in a cohort with others whose interests may combine all of these areas and more. Our program requires that students complete 2 community placements and a capstone project. The OISE program is offered in a face-to-face format, while our program uses blended and online formats.

Program	Description	How our proposed program is different
Queen’s University Online Professional Master’s of Education	This fully online degree is currently awaiting approval from MTCU. It focuses on leadership in individual, group and team environments.	The MLCE targets students who are not currently working in schools but in the public sector. The MLCE uses blended and online formats and requires students complete 2 community placements.
Western University Master of Professional Education in Equity, Diversity and Social Justice	This is a two-year, full-time online degree with courses that focus on different areas of equity-- gender, race/ethnicity, and sexual orientation, for instance.	The MLCE is part-time and infuses equity and social justice through courses on leadership, program evaluation and community engagement. It focuses on preparing students to take on leadership roles within public service institutions. The MLCE uses blended and online formats and requires students complete 2 community placements.

Similar Programs at Institutions beyond Ontario

In 2012, the Faculty of Education engaged a doctoral candidate to research professional master’s degree programs offered across Canada and internationally. These programs included professional development courses with a focus on community leadership and innovation. Program models and specific topics varied. Outside of the province of Ontario, there are several graduate programs that have a similar focus to our proposed Master in Leadership and Community Engagement. The list suggests, in part, the demand for programs that focus on the intersection of leadership and community engagement. Some examples of successful programs include:

Program	Description	How our proposed program is different
Simon Fraser University: Master of Education in Educational Practice	This one-year professional master’s “ladders” onto a graduate diploma. Students complete coursework, a comprehensive exam and research an area related to educational practice.	The MLCE uses blended and online formats and requires students complete 2 community placements. It targets students outside of traditional educational settings.
Harvard School of Education: Master of Education, Education Policy and Management	This one-year, full-time degree prepares students to take on educational policy issues with a focus on social justice.	The MLCE is part-time, uses blended and online formats and requires students complete 2 community placements.

Program	Description	How our proposed program is different
University of Melbourne: <u>Master of Community Cultural Development</u>	A two-year full-time master's program in community development.	The MLCE is part-time, uses blended and online formats and requires students complete 2 community placements.
Merrimack College: <u>Master of Education in Community Engagement</u>	A two-year master's program that prepares students for leadership roles in K-12 settings, higher education or community settings.	The MLCE is part-time, uses blended and online formats and targets students already employed in the public sector.

This international array of programs indicates that people who work in community organizations, education and other public sectors are interested in developing their knowledge and skills through professional graduate degree programs.

3.2. Need for the program

The need and demand for this program is strong and growing. A 2015 report by the Academic Affairs Forum finds that demand for master's degrees is growing. In particular, the fastest growth is in "niche" professional master's programs that focus on "specific job skills that help students gain a new job or advance in an existing position" (Academic Affairs Forum, 2015, p. 8). Successful programs for students taking master's degrees for career advancement accommodate students' professional and personal lives; provide professional development; include students with diverse disciplinary backgrounds; and offer practical experience (Academic Affairs Forum, 2015). The proposed professional master degree includes these elements. The impetus for the MLCE specifically emerges from conversations between Faculty members and local public and private sector leaders who identified a gap in graduate program offerings for GTA community leaders wanting to learn about leadership, policy, program design and evaluation, and theories and strategies of community engagement.

Please see Appendix C for letters of support.

York University and the Faculty of Education, are committed to social justice, community engagement and community-based education. Our reputation as leaders in these fields will attract students who share these commitments. The MLCE will appeal to students who want to advance in their careers and gain new knowledge and skills but who also want their graduate work to honor and deepen their understanding of the communities with whom they work. Local recruitment efforts will focus on professionals in public sector organizations such as not-for-profit organizations, faith-based organizations, government, recreation centres, mental health organizations, arts-based organizations, charitable organizations, non-governmental organizations (NGOs), human rights groups, and fundraising. If students are not currently working full-time, they may be engaged in community-based volunteer work or other related activities, making the part-time schedule attractive to them.

Due to the nature of the program and its students, the program will foster a “professional network” of participants and a strong foundation of interdisciplinary professional skills and advocacy practices. The MLCE is designed for students who would like to earn a Master’s degree in order to enhance their knowledge and understanding of the relationship between theory, research and practice in organizations and communities. They may be interested in further developing their own career paths, deepening their understanding of the communities they serve, striving for advancement in their job, or committed to becoming more effective leaders in their roles. According to Maclean’s Magazine *Guide to Jobs in Canada 2015*, social and community services managers ranks 8th in job demand outlook. Over the next five years wages in this sector are projected to increase 27.2% and the demand 33.6%. Graduates of the MLCE would likely be seeking such managerial positions.

4. PROGRAM CONTENT AND CURRICULUM

4.1. Program Requirements

For this course-only Master of Leadership and Community Engagement, students will be required to accumulate 24 credits by successfully completing eight courses in the order in which they are specified in section 4.2 (the same number of credits are required as the course-only option of our research-based Master of Education degree). The program will be completed in four terms, beginning and ending in the summer session. During the first summer term (mid-April to late August), students will meet four times face-to-face and four times online in each of two blended courses. The face-to-face meetings will occur on Saturdays to accommodate students’ work schedules; the online components in the summer term will enable students to become familiar with digital learning platforms, social media, online library resources, and other digital tools they will use in online courses taken in the fall and winter. In addition to these online courses, students will engage in two community placements: one in the fall and one in the winter. The placements are 50 hours each and will take place in public sector organizations.

The MLCE program coordinator will assist students arrange placements that meet their specific needs (e.g., evenings, weekends, intensive period). The Faculty of Education is well positioned to secure these placements as it has many existing relationships with community organizations through the York Centre for Education and Community and the Bachelor of Education program. Many of these organizations regularly host our students in placements as part of our academic programs (see Section 7.1.1 below). Recent government-mandated enrolment reductions in the Bachelor of Education program means there will be opportunities for MLCE students in these organizations. MLCE students may also arrange placements in other public sector organizations. A placement could take place in a student’s place of employment if the organization is large enough to accommodate a placement that is at arm’s length from the student’s current professional position. The MLCE program coordinator will help students arrange placements that accommodate their personal and professional needs and approve each placement. The small number of students in the cohort will enable this close attention to each student.

In the final summer term, students will complete two blended courses (Saturday and online meetings) including the creation of a capstone project demonstrating their achievement of the program’s learning expectations.

Summer (Term 1)	Fall (Term 2)	Winter (Term 3)	Summer (Term 4)
Blended	Online	Online	Blended
<p><i>2 Courses:</i></p> <p>EDUC 7000.03</p> <p>EDUC 7005.03</p>	<p><i>2 Courses:</i></p> <p>EDUC 7010.03</p> <p>EDUC 7015.03 (placement)</p>	<p><i>2 Courses:</i></p> <p>EDUC 7020.03</p> <p>EDUC 7025.03 (placement)</p>	<p><i>2 Courses:</i></p> <p>EDUC 7030.03</p> <p>EDUC 7035.03 (capstone project course)</p>

The program is innovative in several respects. Its design is consonant with the findings of current research in the area of learning and instruction. This research finds that students benefit from greater flexibility and choice when offered blended and online courses; and they often perform better on average than those taking the same course through traditional face-to-face instruction (U.S. Department of Education, 2010). Many universities are in the initial stages of incorporating blended learning as an emerging mode of instruction (Porter, Graham, Spring, & Welch, 2014); it “is increasingly being seen as one of the most important vehicle for education reform today” (Picciano, Dziuban & Graham, 2013). The MLCE uses both blended and online learning. As well, the program boasts a significant experiential learning component through two community placements. These placements provide participants with arenas in which to reflect, consolidate, integrate, synthesize and deepen their understandings of their future roles as leaders in their various professions.

4.2. List of courses offered to support program

The following eight new courses will constitute the program of study. The Graduate Program in Education will offer all courses at 3.0 credits. Courses in the MLCE program are only available for students enrolled in this program. Please see Appendix B for full course proposals including connections between course learning outcomes and MLCE program learning expectations (PLEs).

Term	Course
Summer	<p>EDUC 7000 Cr=3.0 Critical Issues in Leadership and Community Engagement (blended course)</p> <p><i>Calendar course description:</i> This course explores answers to fundamental questions such as: What is leadership? What is community? Why engage communities? It introduces various models of leadership and explores goals, assumptions, and practices inherent in different conceptions. It examines different kinds of communities and identifies common elements. The course also considers various purposes for engaging communities and introduces strategies for achieving diverse goals.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast models of leadership grounded in different theoretical and disciplinary perspectives; • Explain commonalities and differences between various types of communities; • Analyze the influence of leadership on community engagement; • Develop a plan to engage one or more communities to achieve a particular goal using a variety of strategies appropriate for the communities and goal. <p>EDUC 7005 Cr=3.0 Engaging Research in Professional Practice (blended course)</p> <p><i>Calendar course description:</i> This online course examines research engagement activities in professional practice including: consuming; mediating; applying; collaborating; and conducting. Issues related to epistemology, research design, politics, and innovation are central to the course.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast different approaches and techniques utilized in research in/for organizations and communities; • Distill and synthesize implications from research for practice and advocacy; • Apply research findings to address issues in organizations and communities and evaluate benefits and challenges of their efforts; • Translate and mobilize research for diverse audiences; • Design research studies to answer questions arising in organizations and communities. • Prepare grant proposals for funding to support research in organizations and communities

Term	Course
Fall	<p>EDUC 7010 Cr= 3.0 Enacting Leadership and Policy (online course)</p> <p><i>Calendar course description:</i> This online course explores the political roles and environments of leaders, examines how policy and leadership are enacted in various contexts, and reviews rational and critical theories of policy. Through course readings and a concurrent placement, course participants’ political skills, political acumen and ability to engage participants in democratic policy processes are developed.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast different leadership approaches enacted in organizations and communities; • Analyze policy change efforts drawing on diverse theoretical perspectives; • Select context-appropriate strategies for influencing policy to achieve social justice goals; • Engage community members in democratic policy processes. <p>EDUC 7015 Cr=3.0 Experience-based Inquiry I (online course)</p> <p><i>Calendar course description:</i> This online course facilitates development of participants’ professional capacity through a community placement and structured reflection and dialogue on leadership, politics and policy enactment in the placement in connection with EDUC 7010, <i>Enacting Leadership and Policy</i>.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Explain relationships between theory, research and practice in an organization; • Articulate opportunities and challenges to enacting leadership, and policy in an organization; • Analyze leadership and policy enactment in an organization; • Communicate ideas and respond productively to the ideas of others in online dialogues.

Term	Course
Winter	<p data-bbox="331 254 1382 321">EDUC 7020 Cr=3.0 Initiatives in Program Design, Interpretation, and Evaluation (online course)</p> <p data-bbox="331 363 711 394"><i>Calendar course description:</i></p> <p data-bbox="331 401 1422 615">In this course participants develop the practical building blocks needed to produce effective community-based projects and programs. Course participants will examine and evaluate an existing program with the goal of mapping a community practice in the context of changing social and cultural agendas. The intent is to further develop a capacity for leadership within diverse cultural contexts, rights discourses and community sustainability.</p> <p data-bbox="331 657 708 688">Course Learning Outcomes</p> <p data-bbox="331 695 951 726"><i>By the end of the course students will be able to:</i></p> <ul data-bbox="370 732 1401 1024" style="list-style-type: none"> <li data-bbox="370 732 1401 800">• Explain the complexities of program design, interpretation and evaluation in their area of specialty drawing on alternative theoretical models; <li data-bbox="370 806 1401 873">• Recognize how locally situated interventions for community engagement are connected to broader domains of social organization and advocacy; <li data-bbox="370 879 1401 947">• Design a proposal for a new program that includes a plan for the program’s interpretation and evaluation; <li data-bbox="370 953 1401 1020">• Prepare proposals for funding to support programs in organizations and communities. <p data-bbox="331 1066 927 1134">EDUC 7025 Cr=3.0 Experience-based Inquiry II (online course)</p> <p data-bbox="331 1176 711 1207"><i>Calendar course description:</i></p> <p data-bbox="331 1213 1393 1352">This online course facilitates development of participants’ professional capacity through a community placement and structured reflection and dialogue on program design, interpretation, and evaluation in connection with EDUC 7020 <i>Initiatives in Program Design, Interpretation, and Evaluation</i>.</p> <p data-bbox="331 1394 708 1425">Course Learning Outcomes</p> <p data-bbox="331 1432 951 1463"><i>By the end of the course students will be able to:</i></p> <ul data-bbox="370 1470 1422 1654" style="list-style-type: none"> <li data-bbox="370 1470 1422 1501">• Explain relationships between theory, research and practice in an organization; <li data-bbox="370 1507 1422 1575">• Articulate opportunities and challenges in program design, interpretation and evaluation in an organization; <li data-bbox="370 1581 1422 1648">• Communicate ideas and respond productively to the ideas of others in online dialogues.

Term	Course
Summer	<p>EDUC 7030 Cr= 3.0 Current Practices in Community Engagement and Innovation (blended course)</p> <p><i>Calendar course description:</i> This course addresses current practices in community engagement and innovation, examining different contextually-based strategies for negotiating greater equity for children, youth, and adults within diverse collaborative venues -- community agencies, governmental organizations, corporations, legal associations, health units, environmental agencies, online communities. Also explored are additional social change possibilities afforded through partnerships between and across different groups and organizations.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Distinguish between different conceptions of innovation, advocacy, organizational culture, and social justice; • Facilitate collaboration across multiple sectors to achieve political and social goals; • Utilize digital technologies, social media and traditional activist approaches to build collaborative relationships with communities; • Plan sustainable interventions for community engagement. <p>EDUC 7035 Cr=3.0 Leadership and Community Engagement Capstone Project (blended course)</p> <p><i>Calendar course description:</i> Building upon participants' cumulative knowledge and experiences in both their course work and community placements, the primary purpose of this course is to demonstrate an informed and integrative understanding of core concepts such as leadership, community, policy and community engagement. Through the development of a project or extended paper, participants will be asked to consider the inter-relations between theories of leadership and engagement and their application in diverse community contexts.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Synthesize experiential and scholarly components from previous courses and experiences to inform and construct their own conceptions of leadership and community engagement; • Identify challenges to leading community engagement initiatives; • Create a project that integrates their different dimensions of expertise and showcases their innovative ideas on leading community engagement initiatives; • Develop plan for continued professional development arising from new

	understandings about leadership, policy, advocacy, research, social justice, and/or community engagement.
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4.3. Course offerings to ensure minimum course requirements

Students will take all eight of their required courses at the graduate level. Each course was designed for the specific purposes of the MLCE.

4.4. Program requirements in the Graduate Calendar

See attached Appendix A for text of program requirements to be included in Graduate Calendar.

5. PROGRAM STRUCTURE, LEARNING OUTCOMES AND ASSESSMENT

Graduates of the MLCE program will understand leadership and community engagement and possess skills that enable them to lead innovative change in their organizations and communities. These outcomes are achieved through academic course work and experiential learning through community placements.

5.1. Program Learning Outcomes

The MLCE’s program learning expectations (PLEs) are consistent with and build upon York University’s Master Degree Level Expectations and the Ontario Graduate Degree Expectations of the Ontario Council on Graduate Studies.

	York’s Master Degree Level Expectations	MLCE Program Learning Expectations
1. Depth and Breadth of Knowledge	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice</p>	<p><i>This degree is awarded to students who have demonstrated understanding of:</i></p> <ul style="list-style-type: none"> a. differences between leadership models grounded in diverse theoretical and disciplinary perspectives b. multiple conceptions of advocacy, policy, community, program design, organizational culture, social justice and innovation c. how context influence leadership, policy, program design and interpretation, communities, and advocacy d. recognize relationships between theory, research, and practice

	York's Master Degree Level Expectations	MLCE Program Learning Expectations
2. Research and Scholarship	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>A conceptual understanding and methodological competence that</p> <ul style="list-style-type: none"> a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge. 	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. explain differences between approaches to research, data collection, and analysis commonly used in community-based research b. determine methods and techniques appropriate for answering particular research questions c. design original research studies to inform organizations and communities d. create proposals for grants to fund research in organizations and communities

	York's Master Degree Level Expectations	MLCE Program Learning Expectations
3. Application of Knowledge	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. analyze leadership and policy enactment using diverse frameworks b. synthesize implications from research for professional practice, community engagement, and advocacy c. identify challenges and opportunities for leading community engagement and advocacy
4. Professional Capacity/ Autonomy	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> a. The exercise of initiative and of personal responsibility and accountability; and b. Decision-making in complex situations; c. The intellectual independence required for continuing professional development; d. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and e. The ability to appreciate the broader implications of applying knowledge to particular contexts. 	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. enact and analyze leadership in professional organizations and communities b. facilitate democratic policy processes c. design, implement and evaluate sustainable programs for community engagement and initiatives for change d. foster cross sector relationships to enable innovative solutions to community needs e. prepare proposals for funding to support programs in organizations and communities

	York’s Master Degree Level Expectations	MLCE Program Learning Expectations
5. Communication Skills	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ol style="list-style-type: none"> communicate ideas clearly using a variety of types of media for a range of purposes to diverse audiences. facilitate and engage productively in collaborative dialogues translate and mobilize research to diverse audiences
6. Awareness of Limits of Knowledge	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ol style="list-style-type: none"> synthesize experiential and academic knowledge to construct personal conceptions of leadership and community engagement analyze dilemmas in leadership, program design, advocacy and research in and for organizations and communities

5.2. Program structure

Each component of the MLCE is designed to enable students to develop expertise as leaders in organizations and communities. The eight courses are taken in sequence to enable students’ deepening understanding of new theories, approaches to research, and relationships between theory, research and practice and fostering their leadership and program design and evaluation skills. All the courses integrate collaborative dialogue to support student learning and promote development of their communication and dialogue facilitation skills.

Students in the MLCE complete two placements in public sector organizations. Through the placements “[s]tudents have the opportunity to develop competencies and skills and augment the theories/concepts learned in their course/degree programs by getting hands-on work experience within organizational environments” (York University Associate Vice-President Teaching and Learning , 2014, p. 4). Structured reflections connect the MLCE placements with students’ study of leadership approaches, policy processes, and program design, interpretation and evaluation in online courses taken concurrently.

Term 1

The first course, EDUC 7000 *Critical Issues in Leadership and Community Engagement*, introduces students to theories and conceptions of leadership, community, and engagement that are foundational in the program. The second course, EDUC 7005 *Engaging Research in Professional Practice*, focuses on research literacy, use, and design to prepare students to engage with research in different ways as they complete the MLCE and in their organizations and communities. It follows the first course. In each of these courses students will meet four times face-to-face and four times online. The face-to-face (6 hour) meetings will occur on Saturdays. These meetings will enable instructors to orient students to the program, help develop relationships and professional networks among students, deliver course content, assist students identify appropriate placements, and enable students to navigate York's libraries. The online components of the courses will enable students to become familiar with digital learning platforms, social media, online library resources, and other digital tools they will use in subsequent online and blended courses in the program. These courses are completed over a minimum of 8 weeks.

Term 2

The third course, EDUC 7010 *Enacting Leadership and Policy*, focuses on leadership and policy enactment and is taken concurrently with a fourth course, EDUC 7015 *Experience-based Inquiry I*. In *Enacting Leadership and Policy* students will interrogate leadership and policy theories through readings and other media through collaborative online dialogues and personal responses. The course will be completed online. Students' achievement of course outcomes will be demonstrated through assignments emphasizing knowledge acquisition, research literacy, and awareness of the limits of knowledge. EDUC 7015 *Experience-based Inquiry I* involves a placement in a community organization and the completion of online assignments, including structured reflections in e-journals. A structured reflection is "any planned activity or exercise that requires students to refer back and critically examine the concrete experience in light of existing theory and/or what is being covered in [a] course" (Associate Vice-President Teaching and Learning, 2014, p. 1). In this course, students will apply ideas under examination in EDUC 7010 *Enacting Leadership and Policy* to their placement and consider how existing research and theories inform, reflect, or challenge what they observe and experience.

Term 3

EDUC 7020 *Initiatives in Program Design, Interpretation and Evaluation* and EDUC 7025 *Experience-Based Inquiry II* are taken online concurrently in the third term. EDUC 7020 *Initiatives in Program Design, Interpretation and Evaluation* promotes students' understanding of knowledge and techniques in program design and evaluation through collaborative dialogues, digital presentations, and course readings. Students will apply their developing program design and evaluation skills in a community placement EDUC 7025 *Experience-Based Inquiry II*. They will demonstrate their achievement of this course's learning expectations through course assignments, including structure reflections in e-journals. Students will demonstrate their achievement of EDUC 7020 *Initiatives in Program Design, Interpretation and Evaluation's* course learning expectations and degree level expectations related to the application of

knowledge and professional capacity through the creation of a funding proposal and the design of a proposal for a new program that includes a plan for the program's interpretation and evaluation.

Term 4

In the final term of the program, students return to ideas about community engagement and focus on current and innovative practices in community engagement. They take two courses: EDUC 7030 *Current Practices in Community Engagement and Innovation* and EDUC 7035 *Leadership and Community Engagement Capstone Project*. Both courses use a blended design (four face-to-face meetings and four online meetings), and take place over a minimum of 8 weeks each. In EDUC 7030 *Current Practices in Community Engagement and Innovation*, students will examine different strategies for negotiating greater equity for children, youth, and adults within diverse venues and explore social change possibilities afforded through partnerships between different groups and organizations. Students will demonstrate their achievement of this course's learning expectations in online dialogue responses, student-led seminars, and original community engagement and advocacy initiatives. In EDUC 7035 *Leadership and Community Engagement Capstone Project*, a capstone course, students will synthesize their learning, integrate different dimensions of expertise, and showcase their innovative ideas on leading community engagement initiatives through the creation of a project that demonstrates their achievement of program learning expectations and highlights the significance of their learning for professional practice. Students will present their projects to the cohort. This presentation will enable students to demonstrate their communication skills and mobilize other students' engagement in their particular professional community of practice.

5.3. Appropriateness of Methods for Assessing Student Achievement and the Relationship of Assessment to Degree Level Expectations

MLCE Program Learning Expectations and their Assessment in MLCE Courses

All new course proposals make explicit links between course learning outcomes and the broader program learning outcomes. The chart demonstrates which courses include which PLEs (see page # for the full description of PLEs).

MLCE Program Learning Expectations (PLEs)						
Course	1	2	3	4	5	6
	Depth and Breadth of Knowledge (a,b,c,d)	Research and Scholarship (a,b,c,d,)	Application of Knowledge (a,b,c)	Professional Capacity/ Autonomy (a,b,c,d,e,)	Communication Skills (a,b,c)	Awareness of the Limits of Knowledge (a,b)
EDUC7000	a,b,c,d		a,b,c	a,c	a	a,b
EDUC7005		a,b,c,d	b		a,c	b
EDUC7010	a,b,c,d		a,b,c	b	a,b	b
EDUC7015	b,c,d		a,c	a	a,b	b
EDUC7020	b,c,d	b,c	b,c	c,e	a	b
EDUC7025	c,d		b	a,c	a,b	b
EDUC7030	b,c,d		b,c	b,c,d	a,b	b
EDUC7035	a,b,c,d		b,c	a,b,c	a	a,b

Attentive to the unique scholarly and practical learning needs of students, instructors will use a combination of complementary assessment techniques. Students' achievement of learning expectations related to Depth and Breadth of Knowledge, Research and Scholarship, and Awareness of Limits of Knowledge will be assessed using both conventional and innovative graduate study assignments including: seminar presentations; online dialogues; case study policy and political analyses; essays; and research proposals.

Students' achievement of outcomes related to Professional Capacity and Application of Knowledge will be assessed through structured reflections, facilitation and participation in collaborative dialogues, and a range of products related and responsive to students' placements and community needs. These products include: funding proposals; new program designs and evaluation tools; policy change initiatives; a plan for professional development; and a proposal for community-based research. The placements themselves contribute to the achievement of program and degree level expectations with a particular focus on developing students' ability to demonstrate autonomy and professional capacity (Associate Vice-President Teaching and Learning, 2014). Students' achievement of outcomes related to Communication Skills is assessed throughout all courses through a range of products and modalities.

At the end of the program, students will demonstrate their achievement of the program expectations through the creation and presentation of a capstone project. The project can take various forms but all will showcase students' innovative ideas on leading community engagement initiatives and highlight the significance of their learning for professional and community engagement practice.

5.4. Program Length

The program is designed as a four term program, completed over four consecutive terms (approximately 14 months total). Students will progress in a cohort, based on date of entry, taking all courses within the prescribed program of study, in sequence, with other members of their cohort.

The program will be available only on a part-time basis. It will have a coordinator who will closely monitor students' time-to-completion, assist students find appropriate placements, and approve all placements. The small number of students in each cohort will enable the coordinator to personally assist each student. The coordinator will be equivalent to a Category 6 director of a small graduate program (i.e., \$4000 stipend, 0.5 release under current the Collective Agreement). Time-to-completion will be monitored by examining student grades and progress at the end of each term.

5.5. Delivery Methods

Courses will be delivered using blended and online formats. Students will take two blended courses in the first summer term. In each of these two courses students will meet four times face-to-face and four times online. The face-to-face (6 hour) meetings will occur on Saturdays to accommodate students' work schedules. These meetings will enable instructors to orient students to the program, help develop relationships and professional networks among students, deliver course content, and enable students to navigate York's libraries. The online components of the courses in the first summer term will enable students to become familiar with digital learning platforms, social media, online library resources, and other digital tools they will use in subsequent online and blended courses in the program.

In the fall and winter sessions, courses will be offered online. The placements comprise the main activities of two of the courses. The online format of the courses will accommodate students' work schedules and placements while facilitating new learning from course material and the placements through structured reflections focused on connections between research, theory and practice (see point 5.2 above); professional dialogues; and use of various digital media. These courses support learning outcomes most closely related to Depth and Breadth of Knowledge, Application of Knowledge, Communication Skills, and Professional Capacity.

In the final summer term, students will complete two blended courses (4 Saturday and 4 online meetings each) to accommodate students' work schedules. The final capstone course requires that students create and present a project demonstrating their achievement of the program's learning expectations. The capstone project might take the form of a portfolio which documents and analyses significant aspects of course and experienced-based inquiry work, as well as the students' own growth and progress. It might be a report on an action-research project to design and implementation of a community engagement initiative. The project will include a plan for

continued learning/professional development arising from new understandings about leadership, policy, advocacy, research, social justice, and/or community engagement.

6. ADMISSION REQUIREMENTS

6.1. Program Admission Requirements

Normally, applicants will be required to have an undergraduate degree from a recognized university with at least a B+ average and relevant work experience. Applicants are also required to submit:

- Faculty of Graduate Studies admissions application form,
- an official copy of transcripts of all post-secondary education,
- three letters of reference (preferably one should be from a university faculty member; however, professional referees may be used if the applicant is unable to provide references from university faculty members),
- a résumé or curriculum vitae that highlights work experience relevant to the program,
- a statement of interest (minimum 500 words in length) outlining how the Master of Leadership and Community Engagement will build on the applicant's relevant work experience and serve the applicant's professional interests,
- one sample of written work (e.g., this could be a paper demonstrating how the applicant works with a body of literature or builds an argument; or, it could be a report or piece of professional writing),

Note: If unable to provide a sample of written work, the applicant should provide an extended statement of interest not to exceed 1500 words.

- Proof of English language proficiency (for international applicants; as per FGS regulations).¹ Acceptable language tests and scores include the following: YELT—overall band 1-5; TOEFL 220 (paper based: 560; iBT: 83) IELTS—6.5. Students who have completed at least one year at an accredited university in a country (or institution) where English is the official language of instruction, may be exempt from this requirement.

Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Master of Leadership and Community Engagement.

6.2. Alternate Admissions

As is the case with applicants to York's M.Ed. Program, alternative educational degrees (e.g., successful completion of a college-level degree program in combination with relevant professional training) may be considered as equivalencies for the purpose of meeting entry-level requirements.

¹ <http://gradstudies.yorku.ca/prospective-students/international-students/elp/>

7. RESOURCES

7.1. Faculty Expertise

The area of focus was selected because over the past 15 years the Faculty of Education has developed an international reputation in the area of community engagement. The establishment of the York Centre for Education and Community (YCEC), the Jean Augustine Chair in Education in the New Urban Environments, the Homeless Hub, and the new Tier 1 Canada Research Chair in Education and Social Innovation are both reflections and indices of these perceived strengths and expertise. The YCEC, in particular, through its funded research and community outreach programs, has created and nurtured opportunities for graduate and seconded faculty to continue to grow and refine their expertise in the areas of leadership and community engagement.

Sufficient faculty resources are already in place to implement and sustain the proposed program. The Faculty of Education recently reduced the course requirements for its M.Ed. Degree program. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through implementation of the Master of Leadership and Community Engagement. Therefore, there will be little additional burden for the Faculty with regard to needed resources in terms of human capacity. This said, the online components of the program, which are substantial, will require technical support and technological infrastructure; these are resources that the Faculty of Education is able to provide. The program will also need ongoing, strategic coordination and advocacy, requiring the services of a program coordinator as described above.

7.1.1. Faculty of Education's Relationships with Community Organizations

Community placements are an integral aspect of the MLCE. With Faculty support, students will arrange placements that align with their interests and accommodate their professional and personal lives. The Faculty of Education is well positioned to facilitate this process; the Faculty currently has a very successful experiential education component in its Bachelor of Education program and many connections to community organizations developed through the York Centre for Education and Community. Faculty of Education students are currently placed in the following community organizations:

ACE (Advanced Credit Experience)

Archives of Ontario

Basketball Beginnings

Birkdale Residence

Black Creek Community Health Centre- Freedom Fridays Program

Brampton Caledon Community Living (various locations)

Centre for Education and Training: Newcomers Info Centre

Counselling and Disability Services - York University

CINEFRANCO

COSTI York Region- English Conversation Circles

ETBA Association- MASK Program

Frontier College - In Partnership with:

Doorsteps Neighbourhood Association (Elia and Amesbury Programs)
San Romano Way Revitalization Association
Manulife Homework Club
Baycrest P.S. Homework Club
Frontier Independent Studies (Al Green Site)
North York Women Shelter

High Park Nature Centre

Holland Bloorview Kids Rehab

Inner City Angels (various locations)

Inner City Outreach - Oakdale Site and Africentric Site

Jane and Finch Community Centre - Early Years

Jane and Finch Community Tennis Association

Living Arts Centre

Massey Centre for Women

Micro Skills - Women and Violence Prevention Program

Micro Skills - Get Up! - Don Bosco Program

North York Community House- SEPT Program

Pathways to Education - Rexdale- Tutoring Program

Pathways to Education - Lawrence Heights - Tutoring and Mentoring Programs

Pathways to Education - Scarborough Village - Tutoring and Mentoring Programs

Ralph Thornton Centre

ROM

St. Augustine After School Program

Tennis Canada - National Junior Tennis Program

The 519 Church Street - Queer Parenting Program & Early Years Program

The Riverwood Conservancy

The Stop Community Food Centre

Toronto Botanical Gardens - Living Winter Program & Allan Gardens Growing Under Glass Program

Toronto Foundation for Student Success - Beyond 3:30 (various locations)

Toronto Public Library - After School Newcomer Hubs (various locations)

Toronto Public Library - Leading to Reading (various locations)

Upfront Theatre

Urban Squash Toronto

Vaughan Community Health Centre

Vaughan Public Libraries

Voila Learning - Les Clubs de Devoirs Programs & OHH Program

Wadoka Academy

Word Play - Reading in the City Program & Writing in the City Program

Working Women Community Centre - On Your Mark Tutoring and Mentoring

Zareinu

7.2. Role of Retired, Adjunct and Contract Faculty

A limited number of contract faculty will teach in the MLCE.

7.3. Laboratory Facilities/Equipment

We will need minimal facilities and equipment since a significant portion of the program will be delivered through technology-mediated instruction. The Faculty of Education has an IT department that is able to provide support for building course websites through Moodle, technical troubleshooting and online pedagogical design. Assistance will also be sought from the York Teaching Commons.

Instructors will provide all registered participants with access to course materials (e.g., links to the Scott Library). The York libraries already own the majority of textual resources cited in the different course bibliographies; others are readily obtainable through freely accessible online sources.

7.4. Space Requirements

Permanent office space and equipment are provided to all tenure stream faculty. Contract instructors will be provided with office space and equipment for the duration of their respective courses. No additional graduate student space is required as the program is delivered largely online. The program will be administered through the Graduate Program in Education offices.

7.5. Academic Supports and Services

As fee-paying York University students, participants in this degree program will pay student fees and will have access to all supports for the Faculty. Some of the academic supports that are available to students in the Faculty of Education include the following:

- Library access (including online library access) is available for all current York University students.
- Student advising is available through the Graduate Programs Office.
- Online support is provided through the Faculty of Education's Information Technology office, where students can obtain help through helpdesk@edu.yorku.ca. They will also be provided with a Faculty of Education email address; their email passwords will also provide them with access to internal SharePoint sites, which provide information on employment opportunities, program information, etc.
- Students who are on campus can also sign out other digital equipment for their coursework, including video cameras, Smart Boards, iPads and other related technology.
- The Faculty of Education also supports the use of Moodle, which will be used for all courses in the program.
- Students will also be eligible to participate in activities with the Graduate Students' Association (GSA).

These resources will not only enhance the quality of the program through course delivery, but they will also contribute positively to the student experience at York University and in the Faculty of Education. Students will be integrated into the Faculty community, both through the cohort-based model and through opportunities to become involved in activities, including

attending and/or presenting in program speakers' series and the annual Graduate Student Conference in Education.

7. 6. Financial Support

No financial support will be necessary for these part-time students. A supervisor will not be necessary as there will be no need for consultation about course selection or research focus. The program coordinator will serve in the capacity of students' advisor.

Table 1: Listing of Faculty

Full-time tenure stream graduate faculty who have expressed interest in different aspects of program delivery include: Khaled Barkaoui, Don Dippo, Celia Haig-Brown, John Ippolito, Carl James, Jennifer Jenson, Karen Krasny, Mary Leigh Morbey, Sharon Murphy, Sandra R. Schecter, Theresa Shanahan, Stan Shapson, Sue Winton, Qiang Zha.

Members of the Faculty of Education and York Centre for Education and Community (YCEC community) on whom we will call for purposes of program delivery, including course instruction, include: Rob Brown, Paul Favreau, Ken Thurston, Chandra Turner.

Contract faculty who will participate in aspects of program delivery include: Karen Armstrong, Denese Belchetz, Margaret Manson.

All faculty involved in course delivery must be eligible for appointment to York's Faculty of Graduate Studies.

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)
Full Members (<i>Note: does not apply to master's-only programs</i>)			
N/A			
Associate Members			
Barkaoui, Khaled <i>Associate Professor</i>	Education	no	Educational assessment, program evaluation, second language learning, and writing
Dippo, Don <i>University Professor</i>	Education	no	Social and political organization of knowledge; environmental and sustainability education; global migration and settlement; university/community relations; and teacher education
Haig-Brown, Celia <i>Professor</i>	Education	no	(De)colonizing research and practice; critical ethnography; critical/feminist pedagogy; learning from the land; adult & community education; curriculum development; ways of knowing
Ippolito, John <i>Associate Professor</i>	Education	no	Adult education in contexts of linguistic, cultural and racial hyperdiversity; marginalized families and education; community education; digital literacy; discursive constructionism; community based participatory research; social capital theory
James, Carl <i>Professor</i>	Education	no	Educational and occupational access and equity for marginalized youth; the implications of suburban “urbanization” for young people; the complementary and contradictory nature of sports in the schooling and educational attainments of racialized students; community-centered approaches to learning, identification/identity pertaining to race, ethnicity, gender, class, and immigrant status.
Jenson, Jennifer <i>Professor</i>	Education	no	Technology, pedagogy, digital games, popular culture, media, design
Krasny, Karen <i>Associate Professor</i>	Education	no	Aesthetics, affect theory, arts, critical theory, curriculum, diaspora, early childhood education, ethics, ethnography, feminism, gender, higher education, identity, language, literacy, literary studies, philosophy of education, psychology, second language, social justice, teacher education

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)
Morbey, Mary Leigh <i>Associate Professor</i>	Education	no	Web 2.0 technologies including social media; ethics and information communications technology (ICT) with an emphasis on access; the global south/developing world; national museum virtual spaces; technological mediations in visual culture; virtual opening learning environments
Murphy, Sharon <i>Professor</i>	Education	no	Assessment, literacy education, early childhood education
Schechter, Sandra <i>Professor</i>	Education	no	Language policy and planning, language socialization, language and cultural identity, and bi- and multi-lingual language acquisition and learning.
Shanahan, Theresa <i>Associate Professor</i>	Education	no	Education law and policy (K-12 and postsecondary), the political economy of postsecondary education, university governance (system and institutional decision-making), professional education, professional governance, professional ethics, and human rights in education.
Shapson, Stan <i>Professor</i>	Education	no	Educational psychology, research & innovation, bilingual & multilingual programs
Winton, Sue <i>Associate Professor</i>	Education	no	Critical policy research examines how education policies and policy processes support and/or undermine critical democratic commitments to equity, diversity, social justice, and public participation in policymaking.
Zha, Qiang <i>Associate Professor</i>	Education	no	Chinese and East Asian higher education, international academic relations, global brain circulation, internationalization of higher education, globalization and education, differentiation and diversity in higher education, theories of organizational change, knowledge transfer and commercialization, and international migration and development
Armstrong, Karen <i>Contract Faculty</i>	Education	no	
Belchetz, Denese <i>Contract Faculty</i>	Education	no	

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)
Manson, Margaret <i>Contract Faculty</i>	Education	no	
Members Emeriti			
N/A			
Adjunct Members			
N/A			
Instructor Members			
Brown, Rob <i>YCEC community</i>			
Favreau, Paul <i>YCEC community</i>			
Thurston, Ken <i>YCEC community</i>			
Turner, Chandra <i>YCEC community</i>			

Table 2: Graduate Supervision

N/A

No supervisor required.

Table 3: Research Funding Received by Faculty

Faculty member	Year	Source			
		Tri-Council	Other Peer Adjudicated	Contracts	Institutional
Barkaoui, Khaled	2013	\$305,101			\$2,500
	2009	\$105,855			
Dippo, Don	2008			\$9,650	\$5,000
Dippo, Don (CI*)	2011		\$4,531,976		
Haig-Brown, Celia	2013	\$469,230			
	2006	\$92,341			
Haig-Brown, Celia (CI*)	2011	\$199,780			
Ippolito, John	2014		\$5,241		
	2013		\$5,572		\$2,500
	2011				\$2,500
	2009				\$2,500
	2008				\$2,500

Faculty member	Year	Source			
		Tri-Council	Other Peer Adjudicated	Contracts	Institutional
James, Carl	2013	\$5,500		\$71,735	
	2012			\$88,137	
	2011			\$43,433	
	2010	\$100,000		\$69,399	
James, Carl (CI*)	2012	\$198,480			
Jenson, Jen	2013	\$459,373		\$103,843	
	2012	\$140,000			
	2011			\$50,130	
	2010	\$171,142	\$15,000		
	2009		\$483,048	\$23,460	\$2,500
	2008	\$129,500			
Jenson, Jen (CI*)	2013	\$89,795			
	2011	\$403,339			
	2008	\$138,576			
Krasny, Karen	2008	\$61,096			
	2006		\$2,000		
Morbey, Mary Leigh	2013				\$5,000
	2011				\$2,500
Morbey, Mary Leigh (CI*)	2013	\$46,027			
Murphy, Sharon	2012			\$15,000	
Schecter, Sandra	2010	\$57,716			
	2009	\$24,833			
	2008	\$65,651			
Shanahan, Theresa	2013				\$2,500
	2012				\$2,500
Shanahan, Theresa (CI*)	2008	\$82,736			
Shapson, Stan	Received over \$6 million external funding as York's VPRI.				
Winton, Sue	2014	\$68,493			
	2011				\$2,460
Zha, Qiang	2009	\$23,093			
Zha, Qiang (CI*)	2013	\$71,275			

8. ENROLMENT PROJECTIONS

8.1. Anticipated enrolment target

We plan to implement the program in Summer 2016. Anticipated size of the initial cohort is **25**. Our preliminary target for steady-state enrolment is 50. We anticipate reaching the steady-state target by the start of year 3 of the program, i.e., Summer 2018.

Enrolment Projections (Heads)			
Year	Intake	Anticipated attrition	Total
SU 2016	25		25
SU 2017	25		50
SU 2018 Steady-state target	50		50

9. SUPPORT STATEMENTS

Please see Appendix C for the following letters of support:

- Ron Owston, Dean, Faculty of Education
- Vice-President Academic and Provost (TBR)
- Peggy Warren, York University Librarian
- Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, York University
- Dezso Horvath, Dean, Schulich School of Business
- Chris Penrose, Executive Director, Success Beyond Limits Education Program
- Kirsten Eastwood, Former Executive Director, Women's Centre of York Region
- Cheryl Prescod, Executive Director, Black Creek Community Health Centre
- Amanda Glasbeek, GPD, Socio-Legal Studies, York University

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APPENDIX C: Support Statements

- Ron Owston, Dean, Faculty of Education
- Vice-President Academic and Provost (TBR)
- Peggy Warren, York University Librarian
- Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, York University
- Dezso Horvath, Dean, Schulich School of Business
- Chris Penrose, Executive Director, Success Beyond Limits Education Program
- Kirsten Eastwood, Former Executive Director, Women's centre of York Region
- Cheryl Prescod, Executive Director, Black Creek Community Health Centre
- Amanda Glasbeek, GPD, Socio-Legal Studies, York University



UNIVERSITÉ
UNIVERSITY
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-5667
Fax 416 736-5609
www.edu.yorku.ca

Memo



To: Rhonda Lenton, Academic Vice-President and Provost

From: Ron Owston, Dean RO.

Date: October 16, 2014

Subject: Master's in Leadership and Community Engagement (MLCE)

I strongly support the proposal for a professional Master's in Leadership and Community Engagement (MLCE) developed by the Graduate Program in Education. The proposal is a central component of the Faculty of Education's strategy of diversifying our program offerings beyond our traditional focus on K-12 teachers.

We believe that by diversifying to education-related professions the Faculty will be less impacted by fluctuations in supply-and-demand cycles for teachers, changes in government teacher education policy, and teacher demographics. These fluctuations can have a dramatic, sometimes overnight, impact on the financial well-being of the Faculty as we experienced last year when our BIU funding for the BEd was reduced by one-third. We expect that the MLCE will attract professionals not only in schools but also those who work in community-based, recreational, governmental, and non-governmental organizations. Our proposed BA in Educational Studies will produce graduates that we expect will be employed in the latter fields, thus the MLCE will offer an attractive pathway for them to improve their professional qualifications.

The MLCE will build on our recognized strengths and strong external reputation in social justice, community engagement, and community-based programming. Moreover, the field of Education, Human Services, and Community Development, which includes the Faculty of Education, is one of ten areas of institutional strength cited in the University's Strategic Mandate Agreement (SMA section 5.1, p. 12). In the same section Healthy Individuals and Communities is one of five areas designated for growth in the SMA and our proposed Master's is listed in the Appendix of the SMA as a new professional program that our Faculty will bring forward in this area.

I do not foresee any difficulties in staffing or supporting the program which consists of eight 3 credit hour courses with no optional courses. We have reduced the annual number of MEd course offerings from over 60 to approximately 55. Additionally, a proposal is before the Faculty of Graduate Studies to reduce the number of courses required for the MEd degree to conform more closely with other Master's degree course requirements at York (thesis option reduced from 6 to 5 half courses, MRP from 8 to 6, and course only from 10 to 8). Both of these initiatives will free up graduate faculty members to teach in the new MLCE.

The incremental costs of handling admissions, registration, and related administration should be relatively minimal as we are improving coordination of these functions between our graduate and undergraduate programs through the

office of the Associate Dean (Academic Programs) and, therefore, have the capacity to handle this through efficiencies. Classes will be held online in Fall and Winter so there will be no demands on classroom space during this time. The intensive summer courses will be held in the late afternoons/evenings when there is a surplus of space available on campus.

We have sufficient in-house IT capacity to handle the development, mounting, and maintenance of the MLCE courses. The Information and Learning Technologies team in the Faculty of Education currently supports faculty members and instructors in the Undergraduate, Graduate and Professional Development programs in the use of Moodle. As a result of a realignment of roles and responsibilities within the Faculty, an Educational Developer will be joining the team shortly to support faculty members to enhance their online teaching practice. Although the current team is in a position to provide support to the MLCE with this new position we can ensure that the support will be of the highest caliber.

In conclusion, the MLCE will be the first new graduate degree program to be offered in the Faculty in nearly two decades. It will allow us to serve an unmet need in professional communities, build on our expertise and reputation, grow our graduate enrolments, and contribute to the financial security of the Faculty. I heartily recommend its approval.

Memo



To: Dr. Ron Owston, Faculty of Education
From: Peggy Warren, York University Libraries
Date: 30 June 2014
Subject: Library Statement in support of new Master's Program

Thank you for sharing the program brief outlining the new master's degree in the Faculty of Education. I have read the brief and have reviewed the eight course proposals and bibliographies for the Faculty's proposed master's program in Leadership and Community Engagement. Most of the materials listed in the course bibliographies are currently held in York University Libraries in print or digital formats, or are available as open-access web documents. The few items that are missing will be ordered now, if still available for purchase.

Because prospective students in this new course-only program will be part-time and because the program will employ a blended learning approach, it is particularly important that students be able to use materials online as much as possible. While nearly all the journals the Library subscribes to are digital, as are most government documents, e-books are purchased very selectively and serve as adjunct copies to the print for high-use materials. E-books are generally more expensive than print books and come with complex sets of licensing agreements. For example, licensing an e-book for use by one person at a time, our usual mode of purchase, is considerably less expensive than licensing for three or more concurrent users. It is possible to upgrade these licenses to several concurrent users when we know in advance that materials will be heavily used. Faculty members leading these eight new courses may wish to apprise the Library's Education Librarian of selected titles they expect will be in high demand so that we can upgrade the licenses, as much as budgets allow.

York University Libraries is able to support this new Master of Leadership and Community Engagement and will continue to build its collections in this area.

cc: Dr. Sandra Schechter

Memo

Date: 31/07/2014

To: Dean Ron Owston, Faculty of Education

From: Daniel Cohn, Interim Graduate Program Director,
School of Public Policy & Administration, Master
of Public Policy, Administration & Law Program

CC: James Simeon, Director, SPPA; Khahn Le, Dept. Administrative Assist.
SPPA; Jas Jewan Grad Prog. Sec. MPPAL Program.

RE: New Degree Proposal: Master in Leadership and Community Engagement

Dear Dean Owston:

I want to thank you for giving me the opportunity to review the brief version of your New Degree Proposal for a Master's level degree in Leadership and Community Engagement. Rather than being a competing degree, I see the MPPAL and your new proposed degree as being complimentary to one another, and as such wish to endorse your proposal.

In order to strengthen it further I would make the following observations and comments.

- 1.) In describing the MPPAL degree, instead of the present wording, you might wish to say that: "The MPPAL degree is designed to offer a holistic public management education. Students take courses in public policy, public management and public law. The overarching aim of the program is to prepare students who have already decided on a career in public service with the knowledge and skills they will need so as to succeed in entry to mid-level management positions with government organizations and not-for-profit or for profit organizations that deal extensively with government."

On the other hand, your program appears to be one that focusses on democratic and inclusive public policy development and implementation. Given the degree to which public service delivery is being outsourced to community groups, local governments and similar agencies and given the concerns many of these organizations have with maintaining their participatory and democratic ethos, I consider your proposal both timely and important. For established managers in larger public sector organizations it is also important for them to better understand and be able to respond to demands being made from the public for more participatory and inclusive public sector organizations.

- 2.) While we presently only offer a part-time degree, we will be shortly circulating a proposal for a full-time stream and that stream will include a coop component.
- 3.) The decision to use a cohort model is absolutely the correct one. We use it in the MPPAL Program. The benefits it provides in terms of building professional and collegial networks are among the most important “value-added” features our alumni speak about when asked to comment on our program.
- 4.) Not sure if you have had any contact with Political Science but they have long offered a course POLS 6155 3.00 (Democratic Administration) and a Graduate Diploma in Democratic Administration. There might be some very fruitful collaborations that can occur between them and your new program. The Graduate Diploma Coordinator for Democratic Administration is Prof. Karen Murray (murrayk@yorku.ca)

I hope these comments and observations are helpful.

Wishing you all the best

Daniel



Office of the Dean
Suite N302
Seymour Schulich Building

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5070
F 416 736 5763
dhorvath@schulich.yorku.ca
www.schulich.yorku.ca

Memorandum

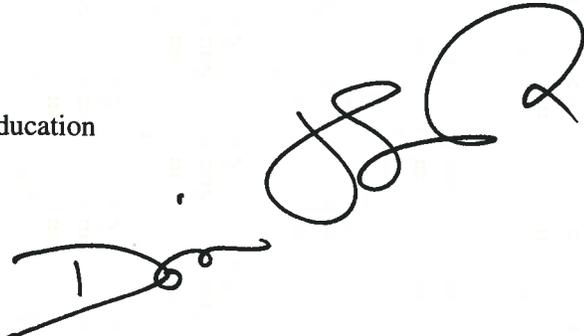
To: Ron Owston, Dean, Faculty of Education

cc: Sarah Hildebrandt (FGS)
Cheryl Underhill (Senate)

From: Dezső J. Horváth, Dean

Date: November 5, 2014

Subject: Masters Program in Leadership and Community Engagement



Thank you for discussing with me the proposal for the new Masters program in Leadership and Community Engagement. The proposed program aims to target students who work in their profession full time and are interested in learning more about community leadership and community engagement.

The curriculum is structured to offer a set of eight 3.00 credit courses such as “Critical Issues in Leadership and Community Engagement,” “Enacting Leadership and Policy” or “Current Practices in Community Engagement and Innovation.” Such topics overlap somewhat with the offerings of the Schulich School, particularly with regards to our Social Sector Management and Public Policy offerings.

Nevertheless, I believe that the target segment (i.e., the students who would enroll in the proposed program) would be sufficiently different from the segments served by the Schulich School. I am thus pleased to endorse the proposal.

Oct. 8, 2014

Dr. Ron Owston
Dean, Faculty of Education
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Dr. Owston,

I am writing in support of the Faculty of Education's proposed Master of Leadership and Community Engagement degree program. The program fulfills a need not currently being addressed by other graduate programs as it targets public sector workers who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe that the program is very likely to attract participants from Success Beyond Limits Education Program, as well as other community agencies and non-profit organizations. I say this, because I have seen all of our most recent seven staff members all pursue graduate studies relevant to their work with youth and community.

A great deal of the work that we requires people in our field to rely on intuition and improvisation where gaps in training, best-practices, and skill development exist; and these gaps are not deficiencies in people, rather, they are the result of taking leadership and community engagement for granted. This graduate program which is being proposed can dramatically improve the ability of people working in our sector to be more intentional in their work, to benefit from a greater awareness and understanding of best-practices, and to ultimately see greater impact.

The structure of the program is vital to the potential for success, which combines online fall and winter courses with intensive face-to-face summer sessions before and after.

I expect that you will see strong demand for the program and wish you the best of success going forward with the proposal, and I am confident that this graduate program is in line with the spirit of leadership and innovation that York University embodies.

Yours truly,

A handwritten signature in black ink, appearing to be 'R. Owston'.

Executive Director
Success Beyond Limits Education Program

Kirsten Eastwood
78 Tyler Street, Aurora, ON L4G 2N2
Mobile: 416-200-3716
keastwood@rogers.com

October 14, 2014

Dr. Ron Owston
Dean, Faculty of Education
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Dr. Owston,

As a leader in the social services sector, I am writing to show my support of York University's Faculty of Education's proposed Master of Leadership and Community Engagement degree program.

In order to address complex social issues, we need a collaborative and cross sectoral response to ensure real social change. That includes building capacity within human services organizations. This program provides an opportunity for those in the sector to develop the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe this program is very likely to attract participants from a range of public sector organizations.

Given the demands on professionals in the public sector, the program offers flexibility through the on-line learning and face-to-face sessions. This will ensure increased accessibility and the necessary time for participants to build trust and relationships, both of which are key to effective collective impact work.

I am very pleased that York is moving forward with this program and know it fills a gap in the current continuum of training around collaborative leadership capacity. I wish you the best of luck with this proposal and look forward to hearing how this program develops.

Regards,



Kirsten Eastwood
Former Executive Director, Women's Centre of York Region
Former Member, Human Services Planning Board of York Region

BLACK CREEK COMMUNITY HEALTH CENTRE

North York Sheridan Mall
2202 Jane St. Unit 5
Toronto, ON M3M 1A4
Tel 416-249-1252
Fax 416-249-4594

Yorkgate Mall
Yorkgate Blvd. Suite 202
Toronto, ON M3N 3A1
Tel 416-246-2388
Fax 416-650-0971

October 7, 2014

Dr. Ron Owston
Dean, Faculty of Education
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Dr. Owston,

I am pleased to offer this letter of support for the Faculty of Education's proposed Master of Leadership and Community Engagement (MLCE) degree program. The program fulfills a need not currently being addressed by other graduate programs as it targets public sector professionals who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe that the program is likely to attract participants from Black Creek Community Health Centre (CHC) and other similar not-for-profit community-based organizations. Moreover, the format of the program, which combines online fall and winter courses with intensive face-to-face summer sessions before and after, provides the flexibility that is well suited to working professionals.

As one of many community-governed primary health care organizations with a mandate to advance health equity for marginalized individuals in Ontario, Black Creek CHC works with residents to enhance community health. Providing the highest quality people and community centred health care is the basic principle that unites CHCs in their work that goes beyond the medical model and is supported by the recently released Canadian Index on Wellbeing (CIW) research report. As this model is dependent on meaningfully engaging diverse communities across the province, I see emerging programs like the MLCE as value added to our sector in developing and honing the requisite skills set within the professional groups.

Black Creek CHC has a history of working collaboratively with York University: Hosting placement students, providing experiential opportunities for students and faculty in the community, participating in community-based research projects and advisory committees. Through these types of engagement, staff members are well aware of the academic and professional development opportunities possible at York. This, combined with the strong emphasis on community development, advocacy and social justice that is embedded in our multidisciplinary service delivery model, is sure to attract interest in the MLCE program amongst our staff, partner agencies and residents.

I see the potential of the MLCE degree program as a key enabler of the work of the community health sector as it is sure to increase the capacity of professionals to impact public policy relating to the marginalized populations served by CHCs. I wish you the best of success with this proposal.

Yours truly,



Cheryl Prescod
Executive Director

From: [Amanda Glasbeek](#) on behalf of [gpdslst](#)
To: [Ron Owston](#)
Subject: Re: FW: Proposed professional master's degree
Date: Thursday, July 31, 2014 1:18:05 PM

Hi Ron. Thanks for sending this to me. I agree that there is no overlap between your proposed MLCE degree and the MA in SLST, including because we do not offer a part-time option for the MA program.

I wish you all the best with this proposal.
very best,
Amanda

Amanda Glasbeek
GPD, Socio-Legal Studies
York University

From: Ron Owston <ROwston@edu.yorku.ca>
To: "gpdslst@yorku.ca" <gpdslst@yorku.ca>,
Cc: "slstprog@yorku.ca" <slstprog@yorku.ca>
Date: 2014/07/22 02:49 PM
Subject: FW: Proposed professional master's degree

Dear Professor Glasbeek,

The Graduate Program in Education is proposing a profession Master in Leadership and Community Engagement. I am writing you because the program brief cites your Master of Arts in Socio-Legal Studies as a potential area of overlap with our degree. Would you be so kind as to review our attached brief with the goal of determining if (1) there is any overlap with your degree and (2) are there areas where our programs might collaborate. After doing this would you please write me a note stating whether you see any overlap and, if appropriate, provide a statement of support.

I would be pleased to answer any questions that you may have about the proposal.
Best regards, Ron

Ron Owston, PhD | University Professor and Dean
Faculty of Education | York University | Winters 242 | 4700 Keele St. | Toronto, Ontario | M3J 1P3
☎ (416) 736 5667 | 7 rowston@edu.yorku.ca | <http://ronowston.ca> | @RonOwston



[attachment "Prof Masters Prog Brief - 6-26.doc" deleted by Amanda Glasbeek/fs/YorkU]

External Appraisal Report on the Faculty of Education's Proposed Master in Leadership and Community Engagement (MLCE)

By

Michelle Stack, Associate Professor, Department of Educational Studies, Faculty of Education, University of British Columbia

&

Jon Young, Professor, Department of Educational Administration, Foundations & Psychology, Faculty of Education, University of Manitoba

Site Visit: February 9th-10th 2015

Introduction and Outline of the Visit

We were invited to be external assessors for this program in January 2015. We had not met each other prior to the review. We received the electronic attachments with the York University *New Program Brief: Master of Leadership and Community Engagement (January 16, 2015)* on January 22, 2015. This document provided an outline of the program, course titles, summary research biographies of faculty who worked on the proposal, and letters of support for the program from university and external stakeholders. We were provided with a draft schedule for our visit to York University. We were also provided with the URL for the York University new program review process, and an account of what our role was in this process.

We first met with Vice Provost Academic Alice Pitt on the evening of February 9, 2015. She provided a further outline of the review process for new graduate programs and an overview of the provincial and university context for the MCLC proposal. On February 10, 2015 we started the day meeting with the Dean of the Faculty of Education Ron Owston, Associate Dean Lyndon Martin, and Graduate Program Director Jen Gilbert. We met for one hour and they provided us with a Faculty of Education perspective on the origins and impetus for the program. Following this meeting we met with Education Librarian Peggy Warren who provided an account of library resources including a broad range of educational opportunities focused on information literacy for graduate students. Following this

meeting we met for one hour with the Dean of the Faculty of Graduate Studies Professor Barbara Crow. Dr. Crow provided us the FGS context for present and future graduate programs. We then met for 90 minutes with students (Molly McFarlane (VP External Faculty of Education Student Association) and Zéma Sadikhov, (President Faculty of Education Student Association), community nominators (Chris Penrose [Success Beyond Limits non-profit organization] and Kirsten Eastwood [program manager, Human Services at Regional Municipality of York]) along with two of the faculty who plan to teach or in other ways support the program (Professors Celia Haig-Brown, and Stan Shapson) and Gaye Rawding (Coordinator of International Programs). Following this meeting we met with the following faculty: Professors Carl James, Celia Haig-Brown, Shannon Murphy, John Ippolito, Theresa Shanahan, Don Dippo, Jen Gilbert and Jennifer Jenson. We briefly met with Chris Alfonso from the Faculty of Education's Information Technology Services who explained how the *Moodle* platform and other resources would be used to facilitate online learning. We then met for 30 minutes with three other faculty members Professors Susan Winton, Zha Qiang, and Sandra Schecter (via Skype) who had been unable to participate in earlier sessions. We had a closing exit meeting of approximately 30 minutes with Dean Rob Owston and Jen Gilbert.

General Objectives of the Program

The proposal represents what we saw as a realistic and innovative part of the Faculty of Education's response to a changing provincial and York University context that included: Ontario's revision of teacher certification requirement; the current substantial over-supply of teachers (Ontario College of Teachers 2013); the associated provincial reduction of enrollment quotas and funding for pre-service teacher education; and, the York University 2010-2015 Academic Plan.

This proposed new MLCE represents one of the main strategic priorities of the Faculty of Education – a professional Master's degree, non-thesis, part-time, delivered in a blended, cohort model, in 14 months. It appears to be a good fit with the expertise and reputation of the Faculty, capitalizing on the core strengths of its current faculty.

The proposal has, in our view, three key components:

1. A substantive focus on community engagement and leadership. This is attractive because it draws on the considerable expertise of the Faculty and also because its intersectoral, interdisciplinary approach opens up some important emerging spaces for enacting, and theorizing about, education and community-based social change.

2. A flexible delivery approach that involves delivering a professional, part-time Master's degree in a blended format (two intensive summer sessions with online and experiential courses delivered in the intervening year) to a cohort of 25 students in a 14 month timeframe.
3. An expanded graduate student audience that in addition to educators includes community leaders in formal and non-formal settings such as government, community and recreation centers, charitable organizations, shelters and activist organizations.

We think that the strength of the proposal is in the way that these three elements are connect together and are interlocking. We see the attention to local context as central to community leadership and key to the innovative potential of this program. Community endorsers of the program spoke of the frustration that they sometimes experience in working across sectors and the need for additional professional learning opportunities to help them in this work. They spoke about the importance of relationship building and the impressive grounding York University has in this domain. The strength of the proposal is that York University's Faculty of Education has existing robust relationships with diverse communities and a substantial knowledge of the community. It is this deep understanding of context that increases the sustainability and suitability of a program on community educational leadership.

Need and Demand

The need and demand for this program was illustrated in the proposal by reference to a small number of similar innovative programs offered at other Canadian and international universities. An argument was also made that "there is an international market for this type of degree program, especially with a focus on leadership and the development of professionals" (p. 11).

The demand was seen to be sufficient to support a 'steady-state' enrollment of 75 students (three cohorts) per year – although this projection was seen as provisional. The Faculty wished to start off small with a single cohort admitted in year one and to develop additional cohorts in the following years in light of their experience and the demand from different possible audiences. We think that this is a sensible approach to program development.

In our meetings with various individuals and groups during our site visit we explored this issue of demand and audience by asking two questions: *"If you imagined that you were here meeting the first cohort of students in this program, who would they be (what would be their educational and professional backgrounds)"* and

“If you were to create an Advisory Group for this program who would be the people you would invite to form the group?” The answers to this question were varied and interesting. We understood them as suggesting:

- A primary audience of experienced, working professional community workers – e.g. people working in community health, settlement workers, youth workers, social workers and educators. The cohort would be experienced and interdisciplinary, and they would have workplace placements that would facilitate the experience-based, inquiry components of the program.

In addition two other potential audiences were identified:

- The possibility of the Faculty’s Bachelor of Education program and the proposed B.A. (Education) program providing a stream of applicants to the program. Some faculty saw the proposed MCLE as being attractive to students who have recently finished their B.Ed. or, in the future, their B.A. in Educational Studies. It was suggested that given the current realities of the school-based job market in the province (Ontario College of Teachers, 2013) many of these graduates will be looking for opportunities to use their education degree in diverse settings outside of the classroom and may well already have extensive community volunteer experience.
- A third audience identified in the proposal and in our discussions was international students. There were some differences in our discussions around the possibility of: (i) international students who would come to the University for two intensive summers and take the rest of the program in their home countries; and, (ii) international cohorts. Some faculty told us there was never an intention to have separate cohorts outside of Canada but to have the cohort open to students in other national contexts. Others noted they could see delivering the program to cohorts of students in other countries. We discussed some of the possible tensions and ethical challenges of international cohorts.

The program has an additional internationalization dimension in its relevance to internationally educated teachers in Ontario who the Ontario College of Teachers research demonstrates are: (i) substantial in numbers; and, (ii) are not being hired into the provincial school systems (Ontario College of Teachers, 2013). Community-based employment opportunities are important to these teachers and the MCLE program would provide valuable professional and career development opportunities.

The primary audience for the proposed MLCE program is clear and the argument that there is a demand, convincing. Recent B. Ed and B.A. graduates and international students do offer additional potential audiences, but in our view they would require further careful attention to admission criteria and to cohort and curriculum design in order to maintain the core strengths of the proposal.

The delivery model has an attractive, flexibility to it that would allow for different cohorts to be designed to respond to interest from different audiences, locally, nationally and internationally.

Program Content and Curriculum

The proposed program uses a blended model with face-to-face and online classes. It includes a two-week residency at the beginning of the program. During this time students will take two intensive courses at York University. Over the fall and winter students will complete their community internship and take courses online. The final two courses, including a portfolio capstone will be on campus. We think this combination of face-to-face and online courses is well suited to the content and to students who are working full-time. [We do think however that the normal expectation should be that the two intensive summer components should be taken full-time during the day, and not fitted into 'after-work hours'.] Students take the entire program – eight courses – as a cohort. The content appears highly relevant to community leaders.

Program Structure, Learning Outcomes and Assessment

The location of the program is in the Faculty of Education. The program has an explicitly interdisciplinary focus in terms of its intended audience, and the networking and dialoguing/theorizing across disciplines was presented in the proposal – and seen by us – as a central strength of the proposed program. Given this, we were interested to understand why this program was housed solely in one Faculty, and why that Faculty was the Faculty of Education. Over the course of our on-site meetings we were offered a number of explanations for this that we have found convincing.

The most compelling reason, offered both by faculty members and by the representatives of the field organizations who we meet with us, was that the Faculty of Education was the Faculty that had for many years developed a substantial level of expertise, commitment, credibility and field-based networks within its faculty members for this particular focus on leadership and community engagement.

Other significant explanations included: (i) the fact that schools generally are expected to serve as a critical hub for much of this inter-agency collaboration; and, (ii) the pragmatic reality that this program represented an important part of the Faculty of Education's efforts to re-imagine itself and its mandate beyond a K-12 school focus.

We were told that at the graduate program level disciplinary boundaries are quite porous and that as the program becomes established cross-Faculty collaboration could well become an important part of the program. We think this would be a desirable development.

The Program's Learning Outcomes: We thought that the Learning Outcomes presented in the proposal lacked some clarity and precision – yet in our conversations with faculty they were readily able to elaborate clearly the sorts of outcome that they saw as central to each course. We would suggest that these should be incorporated into the next iteration of the proposal – they would, in our view, strengthen the proposal and also, later on, help potential students get a far clearer understanding of the benefits of the program. For example instead of “knowledgeable about models of leadership from various fields and perspectives “ proposal writers might consider the words of one community endorser who suggested the program would provide opportunities for students to learn how to collaborate across sectors through developing an understanding systems perspectives, networks, change theories and processes.

To assist students in understanding if this program is for them, proposal writers might want to be a bit more specific. As we know, leadership can mean many things as can community. What is different about community and educational leadership and how is it relevant to those who seem themselves as community activists and workers? Ontario continues to talk about the need for integrated services particularly for children and youth. This program is innovative in trying to implement a curricular vision of community engagement across sectors. The proposal writers may wish to put more focus on this in the proposal

Admission Requirements

The admission requirements include at least a B+ average, three letters of references (professional and academic), and a statement of interest. We were pleased to see the provision for an Alternate Admission Process, which takes into account relevant professional and/or community experience. We see this alternate

process as important given the possibility that prospective students (e.g. Youth Workers or Elders) may come from a nontraditional higher education background. As one community endorser succinctly stated: “The people who really get it and are doing the most powerful work may not be in formal professional leadership roles”

The proposal is not explicit with regard to the importance of relevant work experience (and possibly current work-site) in the application process, yet our understanding is that this program is designed primarily for “people who are working full-time in areas related to education, community, and other public service fields” (p. 6). The discussions of other possible audiences for the program (such as new B.A. and B.Ed graduates and international cohorts) might change the importance of this element. Currently, the admission requirements allow for relevant work experience to be important, but they do not explicitly state that it is.

Resources

Faculty Resources: During our site visit we met with 11 of the 14 full-time, tenure stream faculty identified in the proposal as interested in participating in proposed MLCE program, and this level of faculty participation in our meetings was in itself a strong signal of faculty commitment. We also reviewed their Curriculum Vitae. In our view these faculty members represent a strong team, committed and well qualified to both initiate and to sustain the proposed program focus.

Contract Faculty: The staffing model for the program involves the complimentary involvement of contract faculty – particularly in the online and community inquiry courses. Faculty members were able to identify experienced and qualified contract faculty who had contributed to the proposal and who would be expected to contribute to the program. If the program is to operate at the “steady-state” level of three cohorts per year as envisioned in the proposal these faculty members will play a significant role in the program.

A Program/Cohort Coordinator: The proposal outlines a relatively small role for a Program Coordinator, resourced in line with the provisions of the relevant Collective Agreement. In our conversations with faculty we expressed some concern, based on our experiences in our home universities, that preparing high quality 100 hour internships at the graduate level may take more time than anticipated in the proposal. Faculty assured us that there were several supports built into the proposal that would make this role manageable: (i) they told us that students would usually do internships at their own workplace or else would be expected to find their own placements – this would not be the role of the

Coordinator; (ii) that the Faculty of Education has considerable experience and resources in its B. Ed community placement office that the program could draw upon; (iii) that each of the faculty members associated with the proposal had their own network of community resources that would support this element of the program; and, (iv) because of the cohort design of the program there would be essentially no program advising responsibilities. This feedback was helpful to us understanding the resource implications of the position. Nevertheless, if students carry out projects in their place of work we think this will still be a draw on a Coordinator's time, and as students navigate the ethics and politics of researching their own workplace they may well require faculty support.

We are not aware of the degree of discretion (if any) that the Faculty of Education has in establishing its fees for this program, and we are mindful of the access elements of the social justice agenda embedded in the proposal, but with these caveats the Faculty might wish to consider a small fee for cohort students to provide extra staffing for internships and for relationship building with community organizations that could include an Advisory Group.

Library and Technology Resources: Our meetings with Education Librarian Peggy Warren and IT Support Person Chris Alfonso, along with information provided by the Dean related to a planned new hire to support online and blended pedagogy, suggest that the Faculty is adequately equipped to support this proposed program.

Enrollment

We were convinced that given: (i) the focus of the program; (ii) the strengths and reputation of the Faculty of Education professors associated with this proposal; (iii) our, limited, conversations with community professionals and students; and, (iv) the reported market demand for community service workers, that the demand for this program would be strong and the enrollment projections reasonable. We assume if projected growth is accurate that the recruitment of new faculty may be justified.

In our conversations with faculty we were told that the enrollment projections built into the program were intentionally modest and provisional. We think this is appropriate. An initial single cohort (25 students) in year one within a total graduate enrollment of, what we were told was, some 400 students is small and well within the capacity of the Faculty. The "steady-state" projection for 3 cohorts, designed with the involvement of a minority of well-qualified contract faculty also seems manageable.

Support Statements

The support statements were strong and definitive. This program is clearly seen as filling a need. Community members present at the meeting were articulate and passionate about the need for a program that goes beyond the traditional disciplinary confines that do not match the diverse needs and interests of communities.

Summary Comments

We think this is a strong proposal for an important graduate program that has a strong academic basis, that reflects the established and ongoing strengths and core values of the Faculty of Education, and for which there would be a local and potentially national and international demand.

We think, with a few minor caveats noted in our assessment, that the proposal is well resourced and viable.

That the strength of the proposal is in the combination of: its substantive focus in community engagement and leadership; its delivery model; and, its interdisciplinary student appeal.

Reference

Ontario College of Teachers (2013). *Transition to Teaching*. Toronto: Ontario College of Teachers. <https://www.oct.ca/becoming-a-teacher/transition-to-teaching>.



Memo

To: Rebecca Pillai Riddell, Chair, APPRC
Leslie Sanders, Chair, ASCP
FGS Council

From: Jen Gilbert, Faculty of Education Graduate Program Director

Date: March 6, 2015

Subject: Response to Report of External Appraisal Report for the Proposed
Master of Leadership and Community Engagement



FACULTY OF EDUCATION

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-5667
Fax 416 736-5609
www.edu.yorku.ca

We were pleased to receive the positive report from the external reviewers, Drs. Michelle Stack and Jon Young, for the proposed Master of Leadership and Community Engagement. With the exception of some minor revisions, Drs. Stack and Young conclude: “this is a strong proposal for an important graduate program that has a strong academic basis, that reflects the established and ongoing strengths and core values of the Faculty of Education, and for which there would be a local and potentially national and international demand.” This endorsement comes from two renowned researchers of educational leadership and policy; their enthusiasm for the program is a sign of the proposal’s strength.

In their report they outline a couple of areas in the proposal that could be improved or clarified. In this memo, I address each of their concerns and indicate how the proposal has been revised.

1. The most significant issue concerns *learning outcomes* in the core courses. They write: “the Learning Outcomes presented in the proposal lacked some clarity and precision” and that improving the course proposals specifically would “help potential students get a far clearer understanding of the benefits of the program” (p. 6)

We addressed this issue by revisiting the learning outcomes table on pp. 16-17 and in each of the course proposals. The specific changes in language are too significant to include in detail here but essentially in each of the course proposals we pulled out the language of learning outcomes from the Expanded Course Descriptions and organized those goals in a

sub-section called “Learning Outcomes.” In each of the course proposals, authors had already identified a series of outcomes that were academically and practically significant but were not highlighted in the current structure. The revised structure allows potential students to see more clearly what they will learn in each course. We then copied those more robust descriptions of learning outcomes into the table on pp. 16-17.

2. Reviewers note that the proposal does not include any specific work requirements for admission despite the focus on situating the program in student’s work life. In the Dean’s memo, he argues that the openness around this requirement allows us to reach out to a wide swath of potential students and he is not inclined to change our admissions requirements.
3. The reviewers worry about the potential workload burden placed on the coordinator of the program and suggest that additional resources may be required, including, perhaps, charging an administrative fee to students. The Dean responds that all costs for the program will be rolled into the tuition and that staffing this program will inform his planning of the faculty complement.

The Master of Leadership and Community Engagement represents an important programmatic innovation in the Faculty of Education. It has widespread faculty support; according to the reviewers there is a clearly defined and diverse market for the degree; and its approval would help expand the Faculty of Education’s reach outside of studies of compulsory and post-secondary education. With the minor revisions, the proposal is ready for FGS Council.

Memo

To: Rhonda Lenton, Vice-President Academic & Provost

From: Ron Owston, Dean of Education *RO.*

Date: March 2, 2015

Subject: Response to Report of External Appraisal Report for the
Proposed Master in Leadership and Community Engagement



I have received the report of external reviewers of the Master in Leadership and Community Engagement (MLCE). The reviewers were Dr. Michelle Stack, Associate Professor, Department of Educational Studies, Faculty of Education, University of British Columbia and Dr. Jon Young, Professor, Department of Educational Administration, Foundations & Psychology, Faculty of Education, University of Manitoba. I am pleased with their very positive review and conclusion that we have “a strong proposal for an important graduate program that has a strong academic basis, that reflects the established and ongoing strengths and core values of the Faculty of Education, and for which there would be a local and potentially national and international demand.”

The reviewers provided several helpful suggestions for implementing the program which we will take into account at the appropriate time. Namely, they suggested that we give careful consideration to admission criteria and program design if we accept cohorts of BEd and international students; that the intensive summer sessions be conducted during the day (which was our intention); that we monitor the workload to ensure that the program coordinator has sufficient time allotted to managing aspects of the community placement; that consideration be given to having a fee to cover costs of the placements (we will build that cost into the tuition rather than add an ancillary fee); and that consideration be given to hiring additional faculty when the program grows to the full projected enrolment (which is something we will take into account in planning faculty complement over the next several years).

The one substantive recommendation the reviewers gave was to improve the clarity and precision of the learning outcomes for each course in the program (proposal pp. 16-17). When the reviewers talked to faculty they

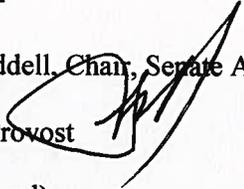
found that faculty were very clear about their intentions for course outcomes, so we will be able to readily clarify them. The reviewers also suggested that we be more specific about the work experience required for admission; however prefer not to be overly prescriptive and allow the Admissions Committee some discretion in this requirement so we will state this in the proposal.

I believe that once the above minor modifications are made the proposal will be ready to be submitted to ASCP. I fully support the proposal and request that you now write a letter of support.

Thank you.

cc: Alice Pitt, Vice-Provost (Academic)

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost 
Date: June 4, 2015 (revised)
Subject: Proposal for Master of Leadership and Community
Engagement, Faculty of Education



I have reviewed the proposal from the Faculty of Education to establish a Master of Leadership and Community Engagement (MLCE) program. This proposal is both consistent with York's priorities as described in its planning documents (the UAP and White Paper highlight community engagement and York's SMA submission identifies a focus on community development) and responsive to the changing environment for teacher education in the province. In this context, York's Faculty of Education has been working to diversify its programs to address the needs of constituencies beyond the teaching profession. The MLCE program is expected to be of primary interest and relevance to public sector professionals, but will also find audiences in international students (and internationally-educated students) and graduates of the Faculty's BEd and new BA in Educational Studies programs. Graduates of the program will be prepared to assume leadership roles in relation to community engagement and innovation. The program will differ from the Faculty's current masters program - the MEd which serves teachers - in that it is professionally rather than research based, and from other programs at York and elsewhere in its exploration of the intersection of leadership and community engagement.

The proposed program builds on the Faculty of Education's reputation as a leader in community engagement, as reflected in initiatives such as the York Centre for Education and Community and the Homeless Hub. It is a professional masters degree offered in a part-time "cohort" format over four terms using a blend of face-to-face and online delivery, and incorporating experiential education opportunities through community placements. The plan is to introduce the program in 2016, with an initial cohort of 25 students, growing to a steady state of 50 students.

I am very pleased that the external reviewers of this program have praised its design and recognized the demand for such a program; they remarked that its "intersectoral,

interdisciplinary approach” offers distinctive opportunities to explore “education and community-based social change.” They concluded that the program, as proposed, is viable and appropriately resourced. They also offered some suggestions about the potential audiences for the program and its delivery, encouraged cross-Faculty collaboration, and urged that the program’s learning outcomes be more fully articulated. The Faculty has addressed the comments in revisions to the proposal and/or will take them up as the program develops. The proposal also enjoys support from other areas of the university and from external organizations.

The Faculty of Education has considerable faculty expertise in this area, and the Dean has confirmed that resources freed by a planned reduction in the number of courses offered and required for the MEd program (bringing it more closely into line with other masters programs at York) will be sufficient to mount the eight new 3-credit courses needed to introduce this program. The technical support and infrastructure for the online components of the program will be provided with Faculty resources, which include an educational developer position. Financial support is not needed for the part-time graduate students who will be enrolled in this program. The program coordinator will oversee placements and other administrative aspects of the program.

I am satisfied that this program will be an important and distinctive addition to York’s offerings and that resources are in place to mount it successfully. I am therefore happy to record my support for it.

Cc: Dean R. Owston
C. Underhill for ASCP

ASCP Appendix B

New University Degree Programs Approved by MTCU July 2015

#	University	Program
1	Carleton	PhD, Ethics and Public Affairs
2	Carleton	Graduate Diploma (Type 2 and 3) in Ethics and Public Affairs
3	Carleton	Bachelor of Information Technology in Information and Resource Management
4	Carleton	Graduate Diploma (Type 3), Conflict Resolution
5	Laurentian	Bachelor of Forensic Identification
6	McMaster	PhD in Labour Studies
7	McMaster	Master of Science in Child Life and Pediatric Psychosocial Care
8	Nipissing	MSc, Kinesiology
9	Queen's	Master of Entrepreneurship and Innovation
10	Queen's	Graduate Diploma (Type 2 and 3) in Aging and Health
11	Queen's	MSc in Aging and Health
12	Queen's	PhD in Aging and Health
13	Queen's	Bachelor of Technology in Mining Engineering Technology

#	University	Program
14	Ryerson	BA in Language and Intercultural Relations
15	Trent	BA (Gen.) Communications and Critical Thinking
16	Waterloo	Graduate Diploma (Type 3) in Planning
17	Wilfrid Laurier	Graduate Diploma in Spiritual Care and Psychotherapy
18	Wilfrid Laurier	Honours Bachelor of Arts in Policing
19	York	MASc in Civil Engineering
20	York	PhD in Civil Engineering
21	York	MASc in Mechanical Engineering
23	York	PhD in Mechanical Engineering
23	Western	Master of Media in Journalism and Communications
24	Wilfrid Laurier	Master of Education

Degrees, Certificates and Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies

Bachelor of Administrative Studies
 Bachelor of Administrative Studies (Honours)
 Bachelor of Arts
 Bachelor of Arts (Honours)
 International Bachelor of Arts (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 Education
 Bachelor of Education, Indigenous Teacher Education Program (ITEP)
 Bachelor of Education (Technological Education)

Faculty of Environmental Studies

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)
 International Bachelor of Arts (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 Public and International Affairs
 Master of Public Policy, Administration & Law
 Master of Science
 Master of Science in Nursing
 Master of Social Work

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*

Certificates and Diplomas

Faculty of Liberal Arts and Professional Studies

Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Professional Accounting
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 Italian Language (Beginner, Intermediate and Advanced)
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 Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in South Asian Studies
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 Studies

Certificate in Geographic Information Systems and Remote Sensing
Certificate in Sustainable Energy
Cross-Disciplinary Certificate in Community Arts Practice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design

Professional Certificate in Digital Design
Cross-Disciplinary Certificate in Community Arts Practice
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science

Glendon College / Collège universitaire Glendon

Bilingual Certificate in Public Administration and Public Policy
Certificat en rédaction professionnelle
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

Faculty of Graduate Studies

Diploma in Advanced Accounting (Type 1)+
Diploma in Advanced Hebrew and Jewish Studies (Type 2)
Diploma in Arts and Media Administration (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Comparative Literature (Type 2)
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2&3)
Diploma in Education in Urban Environments (2&3)

Diploma in Environmental/Sustainability Education (Type 2 & 3)
Diploma in Financial Engineering (Type 2 and 3)
Diploma in Intermediate Accounting (Type 3)+
Diploma in Interpreting (Type 1)
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)
Diploma in Health Psychology (Type 2)
Diploma in International & Security Studies (Type 2)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 & 3)
Diploma in Latin American and Caribbean Studies (2)
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 & 3)
Diploma in Professional Accounting (Type 3)+
Diploma in Real Estate and Infrastructure (Type 2)
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)

Faculty of Health

Cross-Disciplinary Certificate in Health Informatics
Certificate in Psychometrics
Professional Certificate in Athletic Therapy
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Programme Certificate

Lassonde School of Engineering

Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Meteorology

Schulich School of Business

Certificate in Managing International Trade and Investment

Access/Bridging Programs

Transition Year Program Certificate of Completion
Certificate of Completion in Educational Studies
College - University Accounting Bridge Program Certificate of Completion

*+New for 2015-2016
Updated: September 2015*

Senate Committee on Tenure and Promotions – Report to Senate

At its meeting of September 24, 2015

For Information

1. Tenure and Promotions Data, 2014-2015

The total number of files completed in 2014-2015 was 55, up from 46 in 2013-2014. Of the 55 cases, 8 were dealt with by a panel of the Senate Committee on Tenure and Promotions. The rest were reviewed by Faculty-based Senate Review Committees (SRC).

A statistical report of files reviewed in 2014-15 is set out in Table 1 and Table 2 with 2013-14 data provided for comparison. The natural flow-through of appointees resulted in a significant reduction in files in 2013-2014 and modest increase in 2014-15 as a result of an increase in Candidacy 1 applications and the conclusion of several cases left from previous years. Preliminary numbers for 2015-16 show 29 tenure and 45 promotion to Full Professor applications. The yearly caseload from 2001-2002 to 2013-2014 is set out in Figure 1.

2. Unit-level Standards

The Senate committee continues to review unit-level standards and a summary report is provided in Table 3. While three unit's standards were approved this year, the committee notes that those requiring revision often need to revise the procedures, with the standards themselves requiring minor changes. As many units wish to include procedures in their standards, the committee continues to encourage units to refer to and use the language of the *Tenure and Promotions Policy, Criteria and Procedures* in setting out procedures.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2013-14.

3. Senate Tenure and Promotion Sub-Committees

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them Sub-Committees of Senate Tenure and Promotions:

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Science

The sub-committees are composed of members of the Faculty Tenure and Promotions Committee plus two members of the Senate committee. Files originating with non-departmentalized Faculties (Education, Environmental Studies, Osgoode and Schulich) are considered by a panel of the Senate committee. These sub-committees report annually to the Senate committee and are asked to note particular issues that have arisen regarding the preparation and adjudication of files.

The sub-committees and the Senate Committee itself had similar comments as to ongoing procedural problems with files. While the vast majority are properly prepared and adjudicated, there continue to be files where:

- External referees do not appear to be at arm's length from the candidate and the FPC and AC either do not note it or simply decide that the relationship is at arm's length, without explaining how they reached that conclusion.
- Comment from co-authors/collaborators is missing.
- AC members recuse themselves from the vote as they have written a letter of reference for teaching or service (see [FAQ 3.3.7](#) re: Referees).
- Summaries of teaching evaluations are lists of numbers with no reference, other than a question number, to what questions the numbers apply to.
- Unsigned student comment is included in the file.
- Letters from graduate students currently being supervised are included in the file.
- For full professor files, all three criterion areas are not fully documented or adjudicated.

Of the files completed this year, 6 had been referred back by Review Committees (FPC) to Adjudicating Committees to address issues noted. This delays decisions and adds to the work of all involved. The Senate committee encourages those involved in file preparation and adjudication to review the information in the T&P Toolkit. Senate committee members are also sources of advice.

José Etcheverry, Co-Chair 2014-15
Suzie Young, Co-Chair 2014-15

Senate Committee on Tenure and Promotions – Report to Senate

Table 1
Number of Cases Completed 2014-2015 and 2013-2014
By Type of Application and Gender¹

Application Type:	Professor/ Sr Lecturer		T&P to Associate Professor/Lecturer		Tenure only		Promotion to Associate only		Total Number	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
Number of Applications	22	21	33	25	0	0	0	0	55	46
Female Candidates	8	8	18	11	0	0	0	0	26	19
Male Candidates	14	13	15	14	0	0	0	0	29	27

Table 2
2014-2015 Summary of Review Committee Recommendations to the President
by Decision and Gender

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor/ Senior Lecturer	13	8	1						22
Tenure and promotion to Associate Professor/Lecturer	18	15							33

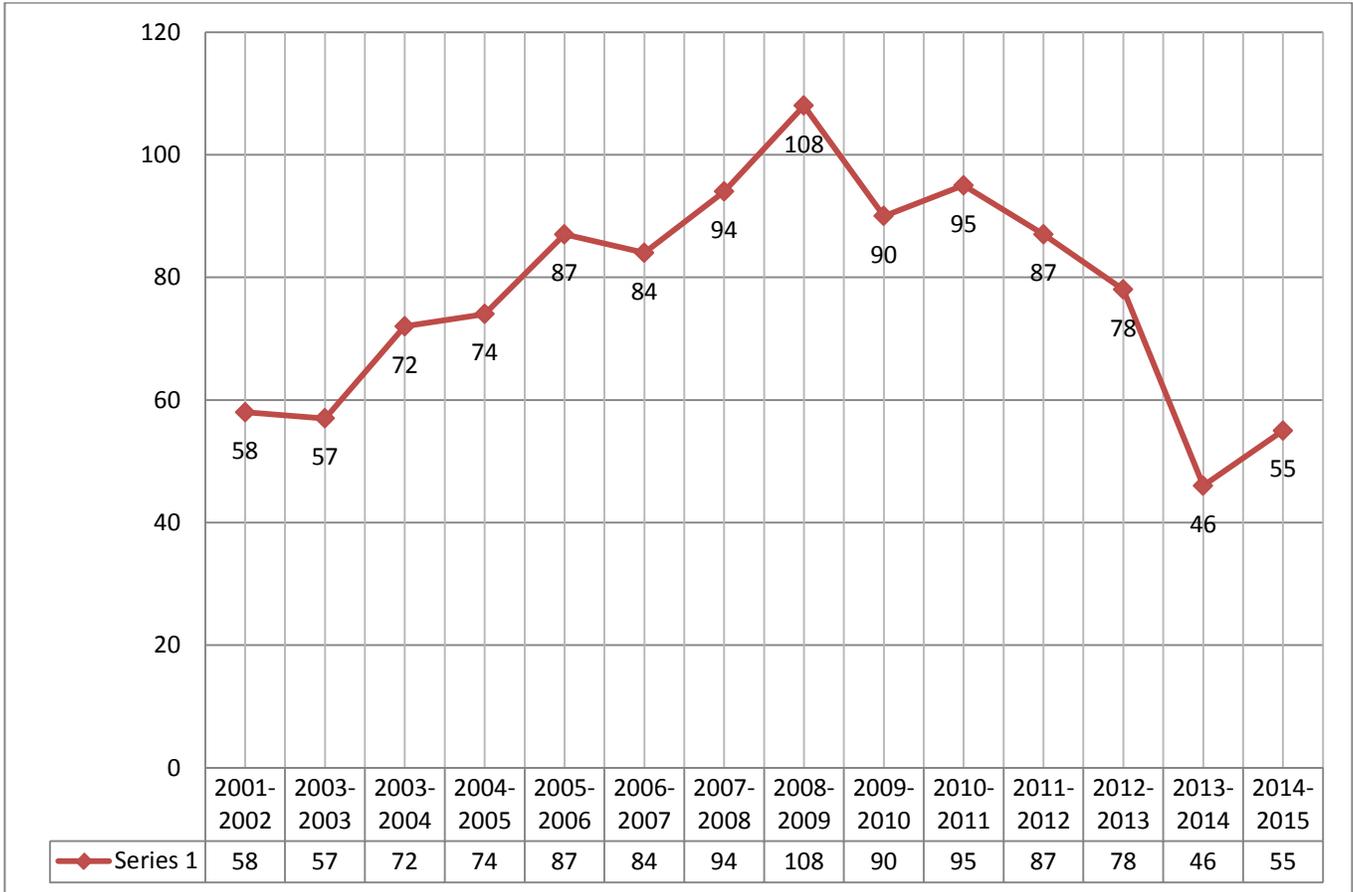
Explanatory notes

The Adjudicating and Senate Review Committees recommendations were in agreement on all 55 files.

The President concurred in the recommendations of the Senate Committee in all cases.

¹ Data in Table 1 and Table 2 cover decisions made between September 1, 2014 and August 31, 2015.

Figure 1
Number of Tenure and Promotion Cases by Year, 2001-2002 to 2014-2015



**Table 3
Unit Level Standards Status as of September 2015**

UNIT	Latest Senate Review	Status	Notes
EDUCATION	Jun 2015	In accord - T&P & Full, professorial and alternate stream	
ENVIRONMENTAL STUDIES	Aug 2006	In accord with minor revisions	Revision in progress
ARTS, MEDIA, PERFORMANCE AND DESIGN	Sep 2009	In accord	Faculty-wide standards
GLENDON			
Economics	Oct 2010	In accord	
English	Oct 2013	Revision required	
French Studies	Jun 2008	In accord	
Hispanic Studies	Jun 2008	Requires clarification	
History	May 2005	Revision required	
International Studies		None submitted	
Mathematics		None submitted	
Multidisciplinary Studies		None submitted	
Philosophy	Oct-08	In accord	
Political Science	May-12	In accord	
Psychology		None submitted	
Sociology	Sep-14	Revision required	
Translation	May-05	Revision required	
Women's Studies		None submitted	
OSGOODE	Mar -13	T&P and Full in accord	
SCHULICH	Jun-03 May-08	T&P in accord Full Professor in accord	
SCIENCE			
Biology	Dec-09	T&P in accord; Full Prof requires minor revision .	
Chemistry	Nov-14	T&P and Full in accord	
Mathematics and Statistics	Dec-10	In accord with minor revisions	

Table 3
Unit Level Standards Status as of September 2015 (cont'd)

UNIT	Latest Senate Review	Status	Notes
Physics and Astronomy	Nov-14	Revision required	
Science & Technology Studies	Jun-10	In accord	
LASSONDE			
Computer Science & Engineering	Apr-11	In accord	
Earth and Space Science & Engineering	Jun-08	Revision required	
Department of Civil Engineering		New department	in preparation
Department of Mechanical Engineering		New department	in preparation
HEALTH			
Health Policy and Management	Oct-08	In accord - T&P and Full	
Kinesiology and Health Science	Feb-13	T&P only in accord	Full and alternate stream to be reviewed Oct-15.
Nursing	Dec-10	T&P only in accord; professorial stream only	
Psychology	Nov-08	T&P only in accord with minor revisions. Full requires revision.	
LIBERAL ARTS AND PROFESSIONAL STUDIES			
Administrative Studies		In accord	The Senate T&P Committee understands these are under revision per suggestions from Faculty T&P Committee 2009-10.
Anthropology	May-10	Needs revision	
Communication Studies		None submitted	
Economics	Arts: May 05 minor revisions only; ATK: Sep 06 as part of SASIT - minor revisions only		

Table 3
Unit Level Standards Status as of September 2015 (cont'd)

UNIT	Latest Senate Review	Status	Notes
English		In accord - Jun 10 with minor revisions	
Equity Studies		None submitted	
French Studies	Arts: Jul 08 - minor revisions only		
Gender, Sexuality and Women's Studies	Feb-13	Some revision required	
Geography	Arts: Jun 08 - minor revisions		
History	Arts: Jun 08 - minor revisions		
Human Resource Management		None submitted	
Humanities	Feb-15	T&P and Full in accord with minor revisions	
Information Technology	ATK: May 08 - ratings require clarification		
Languages, Literatures and Linguistics	Feb-15	requires revision	
Philosophy		T&P and Full in accord	
Political Science	Arts: Oct 03 - revision required		
Public Policy & Administration		T&P and Promotion to Full Oct-11- In accord	
Social Science	May-15	requires revision	
Social Work	May-15	requires revision	
Sociology	Arts: May 05-	revision required	
Writing Department	Oct-07	alternate stream only In accord	

NOTES:

In accord = in accord with University criteria and procedures.

None submitted means they have not yet been submitted for review by the Senate Committee on Tenure and Promotions.



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of September 24, 2015

The Academic Policy, Planning and Research Committee met on September 10, 2015 and makes this report to Senate for action and information.

FOR ACTION

1. Endorsement of the Institutional Integrated Resource Plan

Academic Policy, Planning and Research recommends

that Senate endorse the Institutional Integrated Resource Plan.

Note: Because Senate is asked to endorse rather than approve IIRP, this motion is not amendable. This was deemed appropriate by the Executive Committee in the case of Senate's endorsement of the Provostial White Paper in April 2015. However, Senate Executive has determined that the document should be discussed in Committee of the Whole and has asked that a detailed record of the points made should be incorporated into the minutes of the September 24 meeting.

Rationale

The Institutional Integrated Resource Plan was drafted by the Provost and Vice-President Finance and Administration following a process culminating in the preparation of Faculty and divisional documents in the spring. A draft was issued in early June and was the subject of community consultations including open forums and online feedback. Revisions were made in response to comments received. APPRC urged that research intensification be added to the institutional initiatives to advance York's priorities, and made other suggestions that were incorporated into a draft dated September 14, 2015.

The revised draft was the subject of a well-attended forum co-sponsored by APPRC, Provost and Vice-President Finance and Administration held on September 17. The event brought together a diverse group of faculty members, students and staff for a focused, collegial dialogue in break out groups framed by these questions:

As outlined in the IIRP document, do you believe that the six institutional initiatives identified – quality teaching and learning, high quality academic programs, high quality affordable administrative services, optimal academic organizational structures, and a student centric approach – are the optimal ones to advances York's priorities?

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

What are your suggestions for next steps to implement the initiatives outlined by the IIRP?

Responses from the groups were generally positive. The institutional initiatives identified were considered appropriate and consistent with York's planning values, with the attention to quality "unarguably" fitting in the words of one report back to the plenary session. The IIRP sets out strategic directions and an approach whereby local planning can be calibrated with, and assisted by, pan-University working groups. It highlights opportunities that have the potential to further strategic goals. It will motivate and concentrate efforts.

Because of the accent on process, participants at the forum often emphasized the need to fully respect collegial governance roles and responsibilities. There should also be:

- a balance between quality and quantity, along with a reconciliation of existing strengths with innovations
- integrity and coherence to the initiative given that the six initiatives are strongly interrelated
- a central-local dynamic that does not pit units against one another or impose outcomes, and is consistently consultative, flexible and responsive
- a space for the entire community and due regard for the voices of all constituent groups
- sophisticated and timely outreach and communication as the process unfolds
- an inclusive understanding of plural cultures, mandates and missions
- an effort to better define, track and project "quality"
- a conscious and conspicuous appreciation of special attributes such as interdisciplinarity
- mechanisms for coordination
- transparency and accountability

Discussion at the forum illustrated well the community's grasp of the kinds of issues that are germane to academic planning in the context of the IIRP but also more generally. Consequently a number of interventions underlined the importance of reputation-building, or enumerated complimentary conditions for success, including:

- enhanced infrastructure, aesthetics and amenities
- academic administrative support for faculty members and students – as instructors, researchers and learners
- an outward looking, aspirational University

Many of these valuable insights will be helpful to APPRC and Senate as it sets about renewing the University Academic Plan in the months ahead.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

A common question asked about the IIRP is how it relates to other planning frameworks and documents, notably the UAP. In this regard APPRC affirms that the UAP, as approved by Senate, sets the University's overall academic priorities (see item 2, below, for a UAP summative report organized around priorities). Faculties and units also develop plans which should be sensitive to the UAP (this is a primary reason why APPRC meets with the Deans, Principal and University Librarian annually, to ensure that there is an appropriate consonance of University and Faculty planning). The IIRP represents an operational plan to help achieve objectives in the UAP (which are also expressed in the Strategic Mandate Agreement and the Strategic Research Plan; IRP itself is grounded in the UAP's goals). The IIRP process will feed into and inform – but not determine – the next iteration of the UAP. Indeed the discussion at the forum has already deeded a wealth of information for APPRC and Senate. It is worth noting what the document itself says about the purpose of an institutional framework geared toward identifying

opportunities and initiatives that cannot be fully leveraged at a local level and require an institutional approach; and that have the potential to further our academic priorities while addressing the financial sustainability of our institution and quality of our services.

What does it mean for Senate to endorse this document?

Endorsement will signal that Senate, which has an interest in all major academic planning exercises, is satisfied that the principles and processes articulated in the IIRP are consistent with collegial values and goals. With its endorsement by Senate, the IIRP will be linked with the University Academic Plan, the Strategic Mandate Agreement of 2014 and Integrated Resource Planning at the local level in the interplay of University, Faculty and unit planning. Endorsement of the IIRP directions and processes does *not* mean that there is approval for any of the specific initiatives discussed; these initiatives could only be undertaken (if at all) after all appropriate processes have been completed and necessary approvals obtained, in accordance with established governance policies and procedures.¹

The IIRP does and will not “trump” other academic planning documents and frameworks. Rather it will extend the reach of current planning and provide a set of tools for positive planning.

¹ Similarly, Senate endorsed the 1992 planning document “2020 Vision: The Future of York University” on the explicit understanding that its assumptions would be revisited periodically or as required, and that the implementation of new programs or other matters within Senate's purview could only be undertaken with Senate's express approval.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

APPRC is grateful to the approximately two hundred individuals who participated at the planning forum, and to current and past members of Senate Executive who so ably and graciously assisted in facilitating break out groups for the near-capacity turnout.

Documentation in the form of the IIRP revised following the forum is attached as Appendix A.

Plenary segments of the forum were video recorded, and Senators will be advised when a link has been established.

FOR INFORMATION

1. Vice-President Research and Innovation Forecast of Business

Vice-President Haché provided APPRC with an outlook on items that will engage the Committee and Senate in the year ahead. Documentation is attached as Appendix B.

2. University Academic Plan Summative Report

The process leading to a new UAP has begun. APPRC asked the Deans, Principal and University Librarian for their thoughts on the next iteration when it met with them in the Winter term. The Committee has also established timelines (see below) for renewal and will soon engage Senate in consultations.

One important step in the renewal process is a review of progress made on objectives in the current plan. For this reason, the Committee has developed a summative report that links priorities with concrete actions taken to realize them. While it cannot be said that the UAP drove all of these initiatives, it is heartening to see how much effort has been invested on key priorities. In some cases progress has not been as substantive or sustained as hoped. APPRC is scheduled to review the summative report in detail, but, Senate Executive agreed that it would be appropriate to share the document with Senate coincident with the launch of the renewal process.

Documentation is attached as Appendix C.

UAP Renewal Timelines

May

- APPRC report to Senate on Faculty / YUL planning with UAP suggestions with update on UAP renewal timelines and milestones (that is, this calendar or a variation)

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

September

- Planning Forum on the Institutional Integrated Resource Plan
- Discussion / motion to endorse IIRP at Senate
- Summative UAP report (progress made on objectives in the current UAP)

October

- Refinement of the UAP renewal project phases / preliminary consultations

November

- APPRC issues UAP consultation paper
- Further UAP consultations -- forum, surveys, feedback instruments, committee and Council canvas etc.

December

- Final stage of UAP consultations

January

- UAP draft to Senate for discussion

February

- APPRC recommendation to Senate for approval of UAP 2015-2020

3. Sub-Committee Membership

The Committee has populated its sub-committees. In addition to the assignments listed below, Professor Logan Donaldson will represent APPRC on the VPRI's York Plan for the Intensification and Enhancement of Research (PIER) Working Group.

Sub-Committee	Members
Technical Sub-Committee	Rhonda Lenton, (Ex officio – Provost) (Chair) Robert Haché (Ex officio - VPRI) George Comninel, Chair of Senate Rebecca Pillai Riddell, Chair of APPRC
Quality Assurance (Joint Sub-Committee with ASCP)	Karen Krasny George Tourlakis
Organized Research Units	Preet Aulakh

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

	Robert Haché (Ex officio - VPRI) Laurence Harris (Ex officio – ORU Director) Spiros Pagiatakis Fahimul Quadir
Equity (Senate Executive)	Norma Sue Fisher Stitt

4. Welcome to New Members

The Committee was pleased to welcome its newest members, Karen Krasny (Education), Norma Sue Fisher-Stitt (Arts, Media, Performance and Design) and Thumeka Mgwigwi (Libraries). We look forward to welcoming other faculty members and students when they have been approved for membership.

5. Additional Website Resources

Senators may wish to note that APPRC's Websites has been expanded to include additional resources:

- a "History of Planning at York" 1985-2015
- APPRC Terms of Reference with illustrations
- APPRC organizational chart showing sub-committees

Rebecca Pillai Riddell, Chair



OFFICE OF THE
VICE-PRESIDENT
ACADEMIC &
PROVOST

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5280
Fax 416 736 5876

vpacademic.yorku.ca

Memo

To: Senate

From: Rhonda Lenton, Provost and Vice-President Academic
Gary Brewer, Vice-President, Finance and Administration

Date: September 18, 2015

Subject: **Draft Institutional Integrated Resource Plan**

A draft Institutional Integrated Resource Plan (IIRP) was released to the York community in June of this year. Since the release of the document, we have had the opportunity to benefit from community input through a variety of ways, including the APPRC-sponsored Planning Form held on September 17th, 2015.

The document has been revised to incorporate the input we have received. We also thought it would be helpful at this time to provide additional clarification about the document itself, how it relates to the upcoming University Academic Planning exercise to be undertaken this Fall, as well as next steps.

The Integrated Resource Planning Framework was introduced in 2007/08 as a means to articulate the strategies or initiatives that various faculties and offices across the University would be undertaking to advance the vision and priorities of the University as articulated in the White Paper and University Academic Plan 2010–2015. Since then, the local IRPs have afforded an opportunity for units to assess their progress, make adjustments as needed, and to ensure that resources were being aligned with those priorities and initiatives. IRPs essentially set out “how” we achieve what we want to do, as well as “how we know we are making progress”.

The development of an Institutional IRP document is intended to further enhance the existing IRP Framework. As we continue the evolution of the IRP Framework, the IIRP document will complement the local IRPs – indeed it will continue to be shaped by local IRP planning processes - just as these local processes will be informed by the IIRP. The IRPs together provide an evaluation of our progress against academic priorities, and therefore are important context for the development of the next UAP 2015 – 2020.



Broad engagement of the community is essential in any institutional-level initiatives. Working groups will therefore be created with representation from faculty, students and staff. A general call for expressions of interest on the part of our community will be issued shortly, as we continue the consultation phase.

We look forward to continuing to work with you on the IIRP initiatives and on ensuring stronger coordination and collaboration across the University in advancing York's vision as a comprehensive, research-intensive University recognized internationally for excellence.

Rhonda Lenton
Provost and
Vice-President Academic

Gary Brewer
Vice-President
Finance & Administration

YORK UNIVERSITY

DRAFT INSTITUTIONAL INTEGRATED RESOURCE PLAN (IIRP):

Strategic Directions for Advancing Priorities

Context

York University is firmly committed to advancing the mission, vision and core academic priorities of enhancing quality in teaching and learning, research intensification, student success, and community engagement as set out in our planning documents¹, and to furthering our aspirations in relation to recognition as a leading world class university. We are distinguished by our reputation for new and progressive ways of thinking, excellence in teaching, our approachability and commitment to inclusivity and diversity, our leadership in innovation and socially relevant research, our outreach and partnerships both locally and globally, and for our commitment to interdisciplinarity and social responsibility.

Over the past several years, however, institutional attention has been directed to an increasingly pressing budget situation. The simple fact is that York's costs exceed its revenues. Combined with enrolment declines, this has led to significant Faculty and institutional deficits within a constrained provincial funding and policy context where differentiation and accountability are major drivers. These realities necessitate major change and innovation in academic matters and administrative services that support our academic success. The Board of Governors has mandated that the University set in motion plans to address its financial situation within a four-year timeframe. It is essential to do so in a way that continues to advance York's reputation and that takes full advantage of available opportunities to build on our strengths. Many local initiatives have already been undertaken, resulting in substantial progress over the past five years, but the current context calls for a pan-university approach to coordinate and facilitate those efforts.

¹ See below for our institutional documents.

York University Planning Context

York has a strong planning context with several components:

- a White Paper that provides a longer term vision for the University (to 2020)
- a Five-Year University Academic Plan 2010 – 2015 that sets out priorities and objectives to advance that vision (planning for the next Five Year Plan 2015 – 2020 will begin in the Fall)
- a complementary Strategic Research Plan 2013-2017
- a Strategic Mandate Agreement with the Ontario government setting out priority areas for development in the short term as well as our enrolment plan (2014-2015 to 2016-2017)
- divisional and Faculty plans including academic, budget and operational plans.

Our operational, or Integrated Resource Plans (IRPs), serve an important role in aligning institutional and local level plans by providing a common framework that sets out the objectives and initiatives that units are undertaking to realize the University's priorities. While divisional and Faculty plans have identified many directions worthy of pursuit, they nevertheless have limited capacity for facilitating inter-divisional, pan-university initiatives essential to support local efforts in achieving our goals.

We believe there is broad consensus on the part of the York community that fundamental changes are needed to build on York's many strengths by taking a pan-university approach. As we do not have the resources to simultaneously implement a large number of initiatives, it is imperative that we identify and move forward on those that hold the most potential to significantly enhance York's success and reputation *and* address the budget situation. In this context, it is critical that we identify priority initiatives for immediate action, which draw upon and contribute to our various local and institutional processes to guide future planning.

PRASE (Process Re-Engineering and Service Enhancement) was undertaken several years ago in an effort to identify pan-university initiatives that would enhance the quality and delivery of services in key areas of student support (especially advising) as well as administrative areas such as human resources and

finance. Some notable progress has been achieved with that process but over time it became evident that the challenges we face as an institution as well as potential opportunities for addressing those challenges required considering all programs and services offered across the university. The decision was therefore made to expand PRASE by undertaking the Academic and Administrative Program Review.

These institutional data-collection and consultation processes have provided additional information to the many local processes (including Cyclical Program Reviews, as an example), surfacing numerous possible priorities for attention. However, the critical importance of focusing our efforts on priority initiatives that will enhance academic and service quality and support sustainability has emerged as an overarching objective that enjoys community support, is achievable, and offers opportunities to improve significantly our budget situation. This plan sets out those initiatives that have been identified as having the greatest potential for institutional action to advance that objective.

In this regard, our university academic priorities as set out in the White Paper and University Academic Plan 2010 – 2015 are the lens/basis by which the IIRP initiatives have been developed. The IIRP complements local IRPs in elaborating “how” we achieve those goals.

The Role of the Institutional Integrated Resource Plan

The development of an Institutional Integrated Resource Plan (IIRP) further enhances the IRP Framework that has been in place at York for several years. As we continue the evolution of the IRP Framework, the IIRP is intended to be complementary to local IRPs. It presents an *institutional framework for action* on how best to operationalize our priorities taking a pan-university approach that will be informed by local IRP processes just as the local IRP processes will be informed by the IIRP.

The specific initiatives outlined in the IIRP have been identified for their potential to:

- significantly contribute to the advancement of York’s priorities as set out in the White Paper and University Academic Plan 2010 – 2015;

- enhance our financial sustainability by supporting the generation of new revenue and/or the effectiveness of what we do now; and
- benefit from institutional-level coordination.

The IIRP is guided by the values and principles articulated in York’s planning documents including:

- advancement of York’s mission and vision with specific attention to what differentiates York and enhances its reputation (supported by survey results of students, faculty and staff)², including:
 - commitment to innovative pedagogies, interdisciplinarity and student engagement in learning
 - commitment to the intensification of research, scholarship and creative activities, including opportunities for students to engage in related activities, and advancing our leadership in social innovation
 - engagement with local, national and international communities – committed to building strong communities, giving our students international experiences and establishing global research networks
 - progressive and vibrant university built on a foundation of critical thinking and infinite possibilities
 - approachable supportive environment – global village – committed to inclusivity and diversity
 - emphasis on social responsibility and impact
 - commitment to education, research and action around sustainability
- consistency with York’s strategic priorities including a commitment to academic quality, student success, scholarly achievement, and community engagement
- transparency and collegial input
- responsiveness to financial challenges facing the University
- evidence based planning

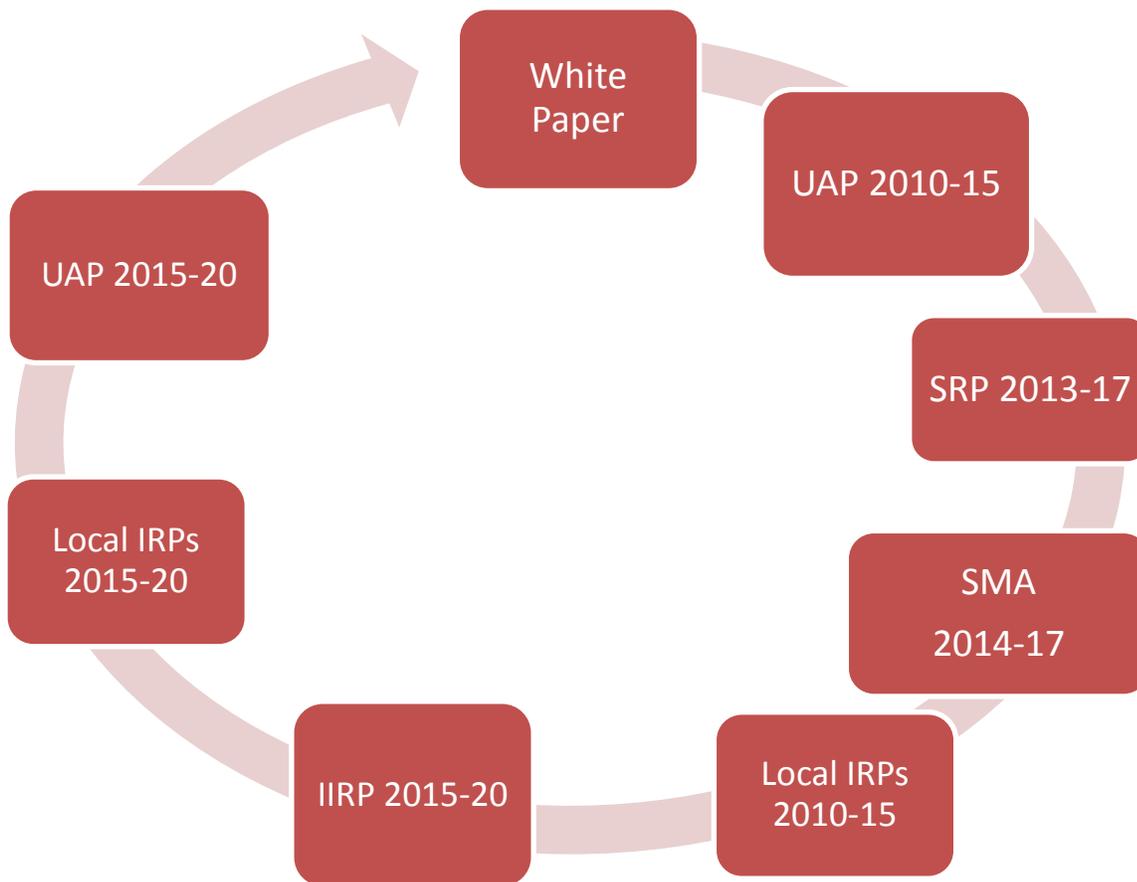
The document will form the basis for discussions with the community about the way forward and for reports to Senate and the Board of Governors, and will provide important context for the next IRP Call 2015 – 2020 and for the development of the next University Academic Plan to be undertaken this Fall (see

² Survey research undertaken by Strategic Counsel, 2013;2014; and Slice Insights, 2015

Figure 1). In combination with our planning and IRP documents, it will also provide context for our enrolment, complement, budget and capital plans (see Appendix 1 for detailed list of the University's plans).

It should be noted that the IIRP initiatives do not specifically align with each of the academic priorities espoused in the White Paper and University Academic Plan 2010 – 2015 nor does the IIRP cover all of the priorities articulated in those documents. Fund-raising is one such example. This is not to signify that other priorities are not institutionally important or that they should not be vigorously pursued, but simply that they are thought to be already well-established with initiatives under way to advance them at institutional and local levels.

Figure 1. Planning Cycle and the IIRP



The Role of AAPR

To support efforts to institute a pan-university approach to the imperative to both enhance quality and achieve budget savings - and building on PRASE - York engaged in a comprehensive, pan-university Academic and Administrative Program Review (AAPR) over the past year. The intention was, through a transparent and collegial process, to review and assess our institutional data as well as relevant external benchmarks in order to identify areas of strength in alignment with institutional priorities and those areas where changes or enhancements are needed. All programs – both academic and administrative – were encompassed in the review and given the opportunity to provide input about their programs based on the data provided as well as other information that they deemed pertinent. Task Forces then reviewed submissions and published institutional reflections on the material intended to help Divisions, Faculties, and programs consider the way forward. The President, Vice-Presidents, and Deans submitted preliminary planning responses based on discussions in their units that commented on successes and promising directions for enhancing quality, achieving efficiencies, and supporting sustainability, taking into consideration the AAPR, but also the larger planning environment including documentation on enrolment and research data, student surveys, cyclical program reviews, student surveys (e.g., NSSE) and user satisfaction surveys (i.e., administrative services). Deans, Vice-Presidents, and the President came together at a retreat on April 28, 2015 to consider this evidence and to distil a shared understanding of the key priorities and commitments that had emerged from the process and initiatives to be pursued in order to advance those priorities.

The Institutional Integrated Resource Plan: Strategic Directions for Advancing our Priorities

As indicated above, it is clear that local initiatives and perspectives alone are insufficient for addressing the challenges we face. An institutional approach is critical. Emerging from consultations around the AAPR and other planning processes has been a unified determination to move forward around a **shared commitment to the enhancement of academic and service quality (for students, faculty and staff) and financial sustainability**. Following from this, six major thematic areas have been identified as having the potential to advance our academic priorities and aid efforts to address the financial challenges facing the

University, by leveraging local efforts through a pan-university approach. See Figure 2.

Figure 2. Six Institutional Initiatives to Advance York's Priorities

Quality teaching and learning	<ul style="list-style-type: none">• Advance innovative /signature pedagogies• Develop strategies to achieve White Paper benchmarks in regards to undergraduate and graduate teaching priorities
High quality academic programs	<ul style="list-style-type: none">• Advance quality in academic programs• Address programmatic issues with declining enrolment• Streamline degree requirements
High quality affordable services to support academic priorities	<ul style="list-style-type: none">• Develop and implement a comprehensive shared services model for academic supports/services that do not require local delivery
Optimal academic organizational structures	<ul style="list-style-type: none">• Complete graduate revisioning• Undertake organizational review of faculties and academic units
Student Centric approach	<ul style="list-style-type: none">• Reform student advising experience• Enhance campus experience
Research intensification	<ul style="list-style-type: none">• Develop pan-university approach to support research intensification and enhancement of research

These initiatives will build on institutional initiatives that may be already be in progress and complement local initiatives in advancing York's academic priorities and contributing to the financial sustainability of the University. Importantly,

these six areas are not intended to be definitional. Over time, it is recognized that additional initiatives and actions may be identified.

Note: The Ontario government has recently announced approval of a York University campus in Markham. York's priorities will be reflected in planning for this new campus and its development will need to integrate with planning in relation to the identified initiatives across the University. The addition of this campus will provide unique opportunities for the University to build on its links with local and global communities, including research collaborations; to create new programs and synergies across programs, as well as new ways of teaching and learning, and distinctive pedagogies; to attract and serve new constituencies of students; to offer those students innovative approaches to the student experience; to develop effective services for faculty, staff and students; and to advance our reputation as leaders in sustainability. The Markham campus is envisioned as an "incubator" or testing ground for innovative ideas, which can then be introduced more widely.

The pages that follow provide further details of the initiatives that have been identified, in particular the rationale for their inclusion, as well as suggestions about how to move forward and the locus of authority/accountability. It is imperative that we begin to act immediately on each of these initiatives, even though some will be fully implemented over a multi-year timeframe. An important first step will be to set out clear milestones and measures for their achievement. It is important to note that these are not the only initiatives that can and should be pursued; they are those which appear to offer the greatest potential to move us forward at an institutional level at this time.

1) High quality teaching and learning

[Recommendations 22 and 23, 27 - 29 in the Academic Task Force Report and Recommendation 6 in the Administrative Task Force Report – see Appendix 2 for all references to the Task Force Reports].

Surveys document that perception of the quality of teaching and learning is important to students when it comes to choosing and ranking universities (Strategic Counsel survey of Ontario undergraduate applicants, 2013 and

2014). In particular, 63% of students choosing York as their 1st choice list it as a critically important factor in their decision (Strategic Counsel survey of York undergraduate applicants, 2013). Awareness of the unique learning needs of York's diverse student population, including students from a range of backgrounds, commuter students, and students who work full- or part-time, informs the commitment to ensuring accessibility and flexibility in programming and the overall educational experience. Enhancing quality teaching and learning directly benefits our students and also holds significant promise for differentiating York, and for recruitment and conversion.

- i. *Advance innovative/signature pedagogy*: The White Paper and UAP 2010 – 2015 both identify pedagogical innovation as a key priority setting out initiatives and benchmarks. In particular, the UAP states that we will expand experiential learning opportunities at all levels, support innovative and flexible curriculum delivery through online and hybrid courses as well as other elements of technology enhanced learning (TEL), and increase opportunities for international experiences in academic programs. Notably, the literature on deep learning also highlights the relevance of experiential education in particular (see, for example, Rogers, R. R. "Reflection in higher education: a conceptual analysis". *Innovative Higher Education*, 2001, 26:1, 37-57) and TEL is broadly embraced in higher education to support student mobility as well as an enriched student learning experience. Through the Academic Innovation Fund and other initiatives, York has made substantial progress in various programs and/or faculties. Notable examples include community based learning and internships. Similar efforts have resulted in the development of various online tools and other resources to enhance the student learning experience as well as an increase in the number of blended and fully online courses offered. The opportunity to engage in international learning and gain global perspectives (through, e.g., exchanges, study abroad, experiences in local communities, and internationally-focused programs) is another important differentiator for York that could be expanded connecting

activities already underway such as Schulich in India and FES Costa Rica Las Nubes.

Nevertheless a recent survey to benchmark these activities demonstrated that the progress is uneven across the institution. This initiative would build on the existing initiatives at both the local and institutional levels by facilitating collaboration, enhancing supports and working together to remove barriers for achieving the goals set out in the UAP 2010 – 2015. Academic programs are in the best position to know how best to integrate such initiatives but facilitating their ability to do so supports the University's goals and commitments to our students as well as our overall reputation in relation to pedagogical innovation, accessible education, and the high quality teaching and learning experience that York offers. Realizing this opportunity requires that we align resources with efforts to provide the necessary infrastructure and faculty development support, building on coordinating strategies already under way through the office of the AVP Teaching & Learning. The potential positive outcomes include enhanced reputation and increased market share to secure York's longer-term financial stability.

There are already institutional-level committees coordinated by the AVP Teaching and Learning that could be expected to provide leadership in advancing these initiatives in concert with Faculties. The YUQAP procedures provide a further opportunity to support this initiative through the cyclical program reviews including a stronger focus on student learning outcomes and competency-based learning.

Outcomes (for undergraduate and graduate programs):

- As discussed more fully in the White Paper, experiential education has been broadly documented as enhancing the student learning experience and the goal is therefore to ensure that all students irrespective of program have access to such activities including research-based activities, community-based and community service learning, internships, co-op and other hands-on learning experiences. Targets will be set to track our progress (including

- our SMA metric) and strategies developed to support offering experiential educational opportunities (building on progress already made through the AIF and Career Centre etc)
- Similarly, targets will be set and strategies developed (building on those already in progress through the AIF) to provide all students with opportunities to pursue select programs (existing or newly developed) entirely online, as well as being able to access an increasing number of courses in blended or fully online formats
- a strategic and coordinated approach will be taken to putting in place infrastructure and supports for implementation for both eLearning and experiential education
- A systematic approach to expanding international components in the curriculum including both on-campus and global activities (e.g., study abroad)
- the YUQAP process will be refined to reinforce an emphasis on excellence and innovation in teaching and learning
- teaching and learning will be better promoted in pan-university and faculty communications
- stakeholder roles (LTS, Teaching Commons, SCLD, Career Centre, Faculties, Libraries, etc.) will be clarified

Impact:

- Enhance reputation
- Clearer differentiation
- Improve application and conversion rates
- Improve retention/persistence
- Enhance student learning experience
- Increase student satisfaction
- Net new revenue from increased enrolments, retention

ii. Faculty renewal: The renewal of the full-time faculty complement is a critical component of ensuring high quality teaching and learning, including enhancing opportunities for students' interaction with full-time faculty in relation to both teaching and research, and promoting scholarly success. Advancing these efforts requires that we assess all available strategies for supporting the full-time faculty complement. This includes increasing the emphasis on research alignment in

professorial tenure-stream hires and leveraging opportunities for appointment of colleagues to the alternate stream to promote a teaching focus (including the possibility of teaching chairs to complement research chairs). The collaborative efforts of Faculties (units and Deans), the VPRI, and the Provost/VPA will be essential to the achievement of this initiative.

Outcomes:

- Comprehensive faculty complement planning that takes into consideration opportunities to enhance full-time complement, teaching excellence and research intensification
- Effectively leveraging full range of complement opportunities including both professorial and alternate tenure stream

Impact:

- improved full-time to student contact hours
- improved class size/student-faculty ratios
- improved retention/persistence
- increased FTEs and associated revenue
- enhanced pedagogical innovation
- research intensification

2) High quality academic programs

[See Recommendations 1 – 8, 13 – 16, 18 – 21, 24 – 26 in the Academic Task Force Report]

“Quality of academic programs” is well-documented among the top reasons students give for choosing a university (Strategic Counsel surveys, 2013 and 2014), and is central to our ability to differentiate ourselves from competitors. *Faculties* necessarily must take the lead in bringing forward specific recommendations, and decanal leadership and accountability will be key. At the same time, inter-Faculty discussions may also need to be facilitated. Solutions will be diverse depending on the specific issue – i.e., small but stable and high quality programs may be supported by a Faculty based on a concrete plan, whereas programs with declining demand which are not likely to stabilize or reverse may need to be fundamentally revised, merged or phased out. A key component related to the quality of programs is the degree of research engagement and the international recognition of

its significance. Any proposals for changes to program structures or content will of course be subject to regular governance processes.

- i. *Advance quality in undergraduate and graduate programs and address programmatic issues with declining enrolment:* Enhancing the quality of our academic programs is central in the White Paper and UAP 2010 – 2015 to advancing the reputation and success of the University. The enrolment data demonstrates that there are a number of programs that are experiencing significant declines in enrolment; such programs may be unsustainable or in need of significant change. An important institutional initiative is thus a Faculty-driven initiative aimed at enhancing program quality and responding to programs with declining/unsustainable enrolment. The PIFs and Academic Task Force Report taken together provide an excellent starting point for identifying programs that are facing challenges, as programs had an opportunity to review detailed enrolment trends and to comment on the reasons for the challenges the programs are facing and the potential for change as part of PIF preparation. They also identify potential solutions. Programs may want to revisit the data, and/or review cyclical program reviews, but making the necessary decisions to support, merge, consolidate, revise or close programs with declining enrolments or that are unsustainable must be addressed starting in 2015 - 2016. This is an opportunity to advance the priorities set out in the University Academic Plan 2010 – 2015 including enhancing academic quality, interdisciplinarity and student success.

These efforts will complement initiatives already in progress or planned including developing new programs that are consistent with our University Academic Plan and Strategic Mandate Agreement, responsive to labour market needs, take advantage of strategic research opportunities, and advance differentiation and our international reputation.

- ii. *Streamlining degree program requirements:* Streamlining of program requirements and elimination of duplication is a related component that promises to enhance quality, support flexibility and mobility for

students who decide to change programs, and aid in the tracking of progress towards the degree and therefore in advising. Students have repeatedly expressed concerns about degree complexity. These efforts might be facilitated by, among other things, looking for opportunities embedded in partnerships with the new School of Continuing Studies (e.g., how we offer certificates, bridging pathways etc. to simplify program offerings). This initiative must also be pursued starting in 2015-16.

Outcomes:

- program quality will be improved
- Faculties and units will review low enrolment programs and develop proposals to support, strengthen, reimagine, merge, or close these programs based on an analysis of data
- Duplication in program content and degree requirements will be eliminated or mitigated in support of quality, clarity and flexibility
- Units will assess opportunities for development of distinctive new programs in areas of student and market interest as well as scholarship potential

Impact:

- Enhanced student learning experience
- Higher student satisfaction
- Enhanced program mobility
- Improved application and conversion rates
- Improved retention/persistence
- Clearer differentiation
- Enhanced academic reputation
- Potentially new revenue from increased enrolment
- Direct and potentially significant cost savings from program mergers, closures, streamlining, elimination of duplication

3) High quality affordable services to support academic priorities

[See Recommendation 32 in the Academic Task Force Report and Recommendations 1 – 4, 13 – 14, 17 – 24 in the Administrative Task Force Report]

- i. *Shared services model:* Following on from PRASE and the AAPR Task Force Reports, there is evidence of untapped potential to enhance the administrative services and systems that support teaching and research, student success and community engagement including the potential for considerable efficiencies.

From previous work under PRASE and various Faculty arrangements, there is a strong case for the development of a shared service model. To this end, an integrated working group (with functional sub-groups) will be jointly established by the VP Finance and Administration and Provost and VP Academic, with membership from across the University (divisions and faculties), to develop and oversee implementation of a shared service model applicable to a variety of administrative areas, including HR, IT, Finance and Facilities. The full engagement of staff in both academic and administrative areas providing a range of services to faculty, staff and students will be crucial to successful realization of this initiative. Implementation will commence in 2015, initially focusing on those areas identified as most urgent, and will be phased in sequentially across Faculties and units based on an assessment of their readiness. The working group will therefore focus on the development of a detailed plan for the organization of services in ways that will enhance the quality of service provided to all members of the York community, rather than further assessment of the issues. The plan will include an articulation of the model, timelines for implementation, resources required, outcomes and metrics for measuring progress, and the accountability framework.

Outcomes:

- A model will be developed by the working group and put into place for the clear and rational organization of administrative structures
- Enhanced sense of academic mandate among all staff

Impact:

- Enhanced quality and effectiveness of service to students, faculty, and staff through better coordination

- Enhanced sense of vision, mission and priorities among all staff
- Potential for significant financial savings in the delivery of “core” administrative services

4) Optimal Academic Organizational Structures

[See Recommendations 2-7 in the Academic Task Force report]

York has undertaken significant structural changes over the last 10 years with the creation of a Faculty of Health and the Lassonde School of Engineering as well as the consolidation of Arts and Atkinson. While there are no specific plans in regards to further structural changes, the UAP 2010 – 2015 highlights the need to give continuing attention to academic programs and unit structures so as to achieve a structural array that is appropriate to York’s overall mission and to the objectives set out in the plan.

- i. *Organizational assessment of academic units:* A theme emerging from the Task Force Reports as well as the preliminary response plans from various faculties is that it may be timely to undertake a collegial review of our Faculty structures by initiating a process (through a taskforce or working group) to assess the current Faculty structures with a view to considering possible alternative Faculty configurations. At a "macro" level, this means looking at whether the current Faculties *make sense* in terms of their size and department/program mix. Such an undertaking would need to respect the other commitments under the UAP 2010 – 2015 “Promoting Effective Governance” priority including a reinvigoration of collegial governance and transparency in decision-making where appropriate. This process would therefore need to include the deans as well as colleagues from relevant faculties and departments/schools, and be informed by a clear set of guidelines and principles including:
 - a. Prioritizing institutional goals and objectives;
 - b. Enhancing the opportunities for differentiation;
 - c. Reducing complexity;
 - d. Ensuring/promotion cohesion in discipline/program mix and ensuring/promoting a cohesive “Faculty identity”;

- e. Faculty and program organizations should also be transparent and student centric, i.e., make sense to students and help support a positive student experience. The importance of transparency and student centricity applies not only for continuing students but also for recruitment of new students;
- f. Through an appropriate discipline/program cohesion, Faculty organization should also promote and support strong interplay between research and teaching and learning and between undergraduate and graduate studies.

As part of the review of faculty structures, the relationship of structures and programming on the Glendon and Keele campuses should be considered. The issue continues to surface in the case of most Cyclical Program Reviews involving cognate programs at both campuses.

There is also potential for review of intra-faculty structures – the need to look at department/program structures in terms of complexity, sustainability, and transparency, including in terms of the student experience.

It is noteworthy that earlier contemplations of whether York had the optimal organizational structure to seize emerging opportunities and advance strategic priorities underpinned the creation of the Faculty of Health as well as the consolidation of Arts and Atkinson into the Faculty of Liberal Arts & Professional Studies.

Outcomes:

- Program and faculty structures will have increased clarity and coherence
- Programs and faculties will be better differentiated
- Duplication in curriculum and program requirements will be reduced or eliminated

Impact:

- Improved enrolments and retention

- Enhanced ability to take advantage of new emerging opportunities, establish signature pedagogies, etc.
 - Enhanced reputation
 - Potential for significant cost savings through rationalization, elimination of duplication and from faculty and program reorganization
 - Potential enhanced complementary planning between Keele and Glendon campuses (a priority for the new Markham campus as well)
- ii. *Graduate education revisioning*: A separate but related issue is graduate education and how best to support excellence in graduate programs and education. While it is important that undergraduate and graduate planning be integrated, we must also recognize that graduate students are distinct from undergraduate students in terms of their experiences and learning and support needs, including the need to successfully complete high profile research theses and attention to professional development.

Work is already under way led by the AVP Graduate/Dean of the Faculty of Graduate Studies in collaboration with Deans of anchor Faculties, and colleagues, to integrate graduate studies and planning into those anchor Faculties; it is of key importance that this process continue to completion including consultation with graduate students in order to provide a clear proposal on the future structure of graduate studies including clear lines of responsibility and accountability. These discussions present a timely opportunity to review the structure and role of FGS – and in fact the need for a separate Faculty, with the proposed fuller integration of academic programming (including governance), into anchor Faculties. In this structure, there is general agreement around the value of positioning FGS to have an advocacy, policy and regulation oversight role in a strong School of Graduate Studies.

The significant attention to graduate programs in the Academic Task Force Report indicates the relevance of understanding the relationship between graduate and undergraduate programs, ensuring adequate resources, and as a consequence, clearer

accountability of the anchor Faculties for graduate education working in partnership with FGS to provide oversight and to facilitate quality.

Outcomes:

- Enhanced graduate programs including increased research success through stronger alignment with anchor faculties
- Enhanced services for graduate students
- Roles of FGS and anchor Faculties will be clarified, supporting enhanced coordination of undergraduate and graduate planning around enrolments, curriculum, complement, etc.
- Stronger support for graduate education
- Better utilization of resources, potential savings as a result of organizational streamlining

Impact:

- Enhanced recruitment of graduate students
- Improved supports and services for graduate students
- Improved completion rates and time to completion
- Stronger academic links between undergraduate and graduate programs with potential for more effective complement planning
- Potential for net new revenue
- Greater effectiveness in delivery of graduate and undergraduate education as well as complement planning

5) Student Centric Approach

[See Recommendations 17 and 30 in the Academic Task Force Report and Recommendation 5 in the Administrative Task Force Report.]

The student experience encompasses a number of elements, both academic and non-academic, that come together to contribute to students' overall satisfaction and ultimate success, and in turn affect our institutional reputation. It includes their actual classroom and research experience, academic and non-academic supports and services (advising, admissions, financial aid, career centre, counseling, libraries, parking, food services,

etc.), and extra-curricular activities (sports, clubs, etc.), as well as the physical spaces in which all of these activities take place and the equipment that supports them. It also includes the quality of their interactions with faculty, staff and other students. Furthermore, students' experience of the university begins when they are considering applying to the institution and continues throughout their studies to graduation and beyond.

Improvements can and are being made in many of these areas, but within the theme of a student centric approach to all that we do, two specific initiatives that require concerted, pan-university action and that have the potential to have a significant positive impact on the quality of the student experience are singled out. While they may fall primarily within the purview of a particular office or area, the quality of student service and the campus environment is the responsibility of all of us.

- i. Reform the student advising system:* The absolute top priority identified under the theme of being a student centric University was to “fix” student advising. PRASE, the AAPR and our student surveys, provide overwhelming evidence of the challenges we face in regards to providing our students with high quality academic advising.

We are not alone. A recent report by the Education Advisory Board concludes that “academic advising falls far short of potential on most campuses” (EAB, 2014, p. 3). The significance of this finding is the impact that it has on student success, including retention and timely completion for both undergraduate and graduate students.

The UAP 2010 – 2015 includes “improving advising for students at every stage of their studies” in addition to “enhancing the first year experience” and “coordinating student service functions carried out by different elements of the University.” Ensuring substantive progress toward establishing a student centric advising system is therefore essential in 2015 – 2016. Successfully addressing this issue provides York a significant opportunity to set ourselves apart from our competitors in terms of student satisfaction and student success including improved retention that in turn supports faculties in meeting the FTE targets that underpin their budgets.

As a result of our Strategic Enrolment Management (SEM) initiative, York is in an excellent position to implement a new collaborative approach to advising that fully utilizes what our data and predictive analyses are telling us as well as an extensive literature.

Building on the current pan-university YUStart model, the Division of Students, in collaboration with the respective Dean and colleagues will lead the implementation of a pilot project to establish a student success centre to transform student advising and engagement, intended to make York the most student centric commuter campus in Canada. The proposed pilot is the Faculty of Liberal Arts & Professional Studies, incorporating successes in other faculties, with the aim of establishing a best practice model across the institution that fully integrates the faculties, student advising offices and the colleges.

Outcomes:

- Clarity on all aspects of advising, including clearly defined accountabilities/responsibilities
- Students will receive advising and support that is clearer, more accurate, better coordinated, and geared to their individual needs

Impact:

- Enhanced quality of students' experience
- Enhanced student success
- Improved retention/persistence
- Improved reputation
- Potential cost savings through efficiencies
- Potential net new revenue associated with additional FTEs

- ii. The campus experience:* A related issue and further commitment in the UAP is the rejuvenation/ enhancement of York's campuses and an enriched campus experience for students, as well as faculty and staff. These efforts can be enhanced by thinking of the campus as a learning ecosystem. There is a critical need to refurbish and develop student space both at Keele and Glendon (including classrooms,

libraries, common areas, and exterior spaces) to improve the experience and feel of our campuses and support a commitment to student centrality. In addition, the completion of the subway and the addition of the PanAm facilities and a new Student Centre on the Keele campus will create an “uptown downtown” environment, with significant potential for attracting students and increasing student satisfaction. A “campus vision” initiative will also be under way at Glendon College in 2015-2016. Campus location is also an important factor in students’ decision to come to York (Strategic Counsel surveys, 2013 and 2014), and the new campus in Markham will provide another alternative for students in the future.

Outcomes:

- The attractiveness and physical infrastructure of the campus will be improved
- Stronger integration of physical facilities and the overall learning environment

Impact:

- Enhanced quality of student, faculty and staff experience
- Improved recruitment and retention/persistence
- Improved reputation
- Contributing to increased FTEs

6) Research intensification

[See Recommendations 8 – 11 and 33 in the Academic Task Force Report]

The UAP 2010 – 2015 states that York’s commitment academic quality, student success, and engagement and outreach in relation to research will be demonstrated by:

- intensifying and widening the research culture at all levels of the University and investing in more research infrastructure
- building research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide

- developing an evidence-based culture of evaluating and comparing York's research successes against international best practices and disciplinary norms
- intensifying research through integrated, strategic Faculty planning
- generating more opportunities for graduate students to fully participate in research
- providing expanded post-doctoral opportunities at York
- communicating and celebrating our research success and thereby building York's reputation
- providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy and
- providing a culture of support for research across the university, in the relevant non-academic administrative units.

- i. *Develop an institutional plan for research intensification and the enhancement of research:* While there is considerable success across the University towards each of the commitments articulated in the UAP 2010 - 2015, an institutional plan for supporting research intensification and the enhancement of research, scholarly and creative activities is an opportunity to set out recommendations that aim to support research initiatives in local IRPS and strengthen all aspects of York's research enterprise. Such a plan would inform both the upcoming call for IRP 2015 – 2020, as well as the development of the next UAP 2015 – 2020. Planning to support this IIRP initiative is already underway as the next phase of the Strategic Research Plan.

Outcomes:

- Intensifying research, scholarly and creative activities
- Clear articulation of goals, values and objectives that will help shape York's continuing progress towards being recognized as a comprehensive, research intensive institution

Impact:

- Improved reputation for research, scholarly and creative activities
- Improved international rankings
- Increased research revenue

- Positive impact on recruitment of faculty, staff and students

Next Steps

- The draft IIRP has been released to the community for information/discussion/input and to empower those charged to develop the concrete plans to advance these initiatives (see Appendix 3 for IIRP timeline). Several initiatives, although identified as institutional priorities, will rely in the first instance on faculty and staff in the respective academic and administrative units and Faculties engaging in discussions about how to implement them.
- Importantly the draft IIRP is intended as a directional document setting out agreed priorities for action, rather than a full-blown action plan. Vice-Presidents, Deans, unit heads and their colleagues are encouraged to give consideration to their role (individually and/or as part of the collegium) and steps to be taken in advancing priority initiatives, and to reflect these discussions in their IRPs. It will be critical that all members of the university community, including faculty, staff, and students, are open to trying new ways of thinking and doing, and that they see themselves as contributing to the advancement of both academic and administrative initiatives and sharing in the pride of their achievement.
- Where appropriate, working groups will be established and support structures put in place. It is recognized that such working groups will be an important element in achieving success through the IIRP process, and gaining the support of the broader York community of faculty, staff and students. As we move forward, colleagues will be afforded the opportunity to participate and engage in this process.
- A first step must be the development of more detailed work plans with timelines, implementation steps, accountability, resources and budget alignment, outcomes, and metrics to measure progress and success. The IIRP will be updated and more fully formed as this work is undertaken with on-going input from community consultations including feedback from Senate, Board of Governors, Faculties, administrative areas, and community information sessions.
- The IIRP will be added to the roster of integrated resource plans with annual progress reports.
- It is recognized that a comprehensive consultation and communication plan needs to be developed to support the IIRP process.

A Comment on Important Institutional Initiatives not Mentioned in the IIRP

As noted, there are other priority initiatives that were identified in one or more of the preliminary planning responses by the deans/faculties and VPs/divisions that are considered well-in-hand and therefore not included here. Fund-raising is one such example. While these areas are considered well-in-hand for purposes of this IIRP, their consideration should nevertheless be included in the comprehensive Faculty/Divisional IRPs that will be developed with the expectation of covering all aspects of their academic mandate.

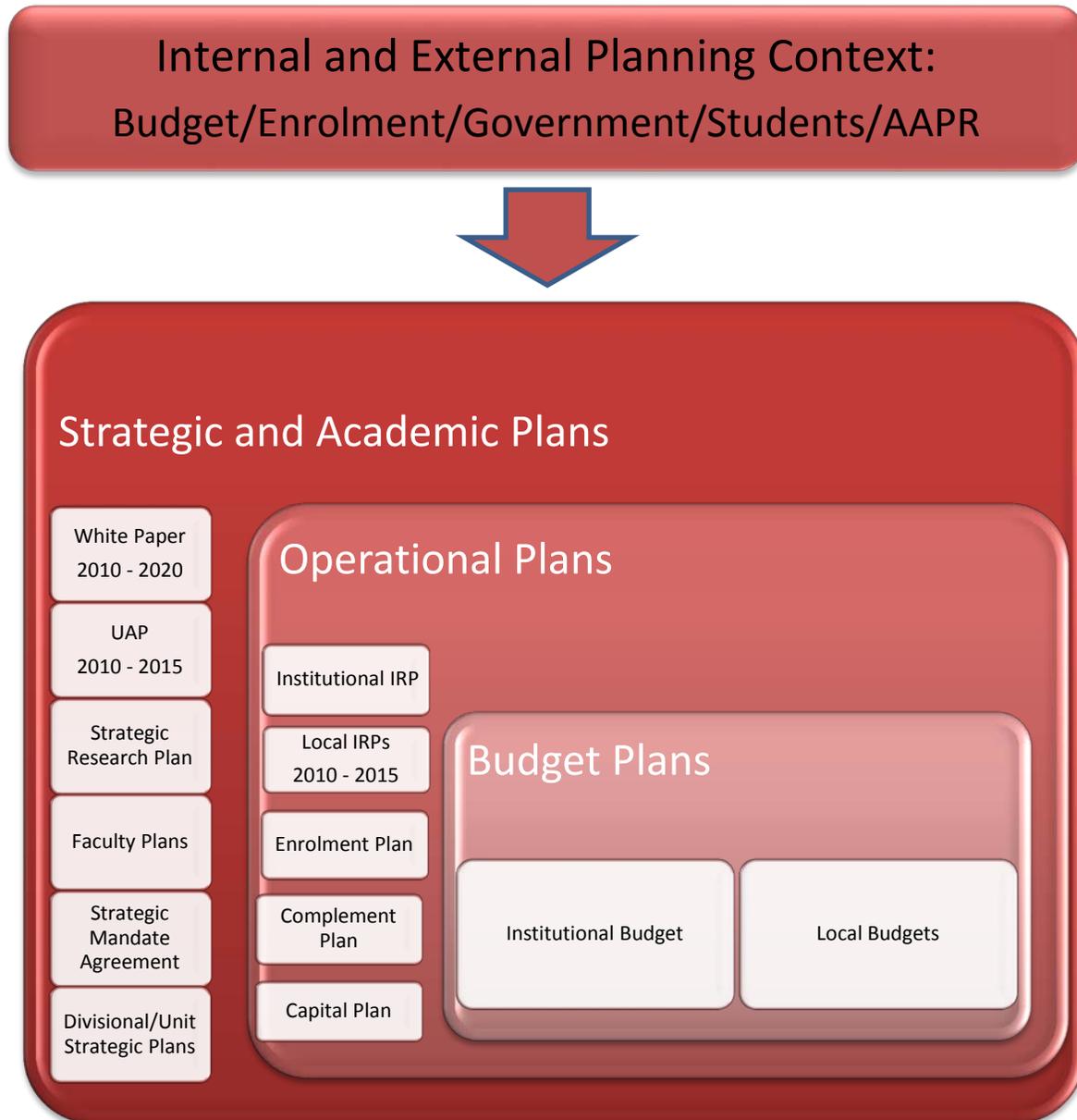
Revenue generation was included in most plans as a means to close the gap between our revenue and expenditures. Some of those initiatives are captured above especially in terms of their impact on enrolment - increasing applications, conversions and retention. However other initiatives such as increasing philanthropy have not been included in this document. These efforts are important and should continue as they will mitigate the financial challenges we face. Many however occur at the local level even if coordinated through an institutional fund-raising campaign.

Other Considerations

There are various enablers that will be important to support the above initiatives and consideration will have to be given to ensure that we have what we need to be successful. Some important considerations include:

- 1) Integrated planning
- 2) Consideration of the special needs of Glendon as a bilingual and distinct campus
- 3) Aligning resources with priorities
- 4) Continual strengthening our data to support our decision-making
- 5) Effective communication and consultation
- 6) Collaboration and partnership
- 7) Metrics and evaluation

Appendix 1. York's Planning Documents



Appendix 2: Task Force Recommendations

Academic Task Force Report:

Recommendations Arising from Overall Scoring Results:

1. Analyze on a priority basis whether programs located in the lower left quadrant of Figure 1 (especially those falling outside the mid-range square) can be delivered more effectively or should be discontinued. (page 14)

Recommendations Specific to Graduate Programs:

2. Provide all graduate programs with clear information about their revenue and cost structures and encourage them to explore less resource-intensive operating models that do not significantly impair quality. (page 18)
3. Articulate an explicit sustainability strategy for every graduate program based on linkages to undergraduate programs or other sources of support. (page 18)
4. Provide graduate programs with the flexibility and autonomy to respond more nimbly to changes in the graduate education landscape. (page 18)
5. Define a clear identity and target audience for all Masters degree programs in light of changing graduate student pathways and increased external competition. (page 18)
6. Require Masters programs to be well established and sustainable, with demonstrated quality outcomes, before launching a PhD in the area. (page 18)
7. Implement proactive steps to promote timely completion in every PhD program. (page 18)

Recommendations Specific to ORUs:

8. Differentiate more clearly between Organized Research Units (ORUs) versus Organized Research Service Units (ORSUs) as defined in the Senate Policy on ORUs, and define the mandates, objectives and performance measures for individual Research Centres and Institutes accordingly. (page 20)
9. Clarify how ORUs/ORSUs will be funded under the new budget model and ensure all have clear plans and strategies to meet financial sustainability goals. (page 20)
10. Incorporate the needs of ORUs/ORSUs with nationally or internationally leading reputations into faculty complement planning. (page 21)

11. Provide appropriate advancement support to ORUs/ORSUs with high potential to attract external sponsorship. (page 21)

Recommendations on Leveraging Academic Strengths to Grow Student Demand:

12. Develop a coordinated, externally focused strategy for recruiting students that includes a more active role for faculty in partnership with administrative units. (page 22)
13. Strike a task force to forge new strategies to cultivate external demand through distinctive new combinations of existing programs. (page 23)
14. Reduce duplication of similar skills or methodology courses wherever possible and optimize the service teaching role of programs or units with leading expertise in these areas, especially those that are experiencing low or declining external demand. (page 24)
15. Address unmet need for writing and math skills support among York students, assess the state of undergraduate research skills training, and increase and promote the University's commitment to critical skills education more generally. (page 25)

Recommendations on Knowing and Looking After Our Students:

16. Solicit and integrate student feedback on program satisfaction more frequently in between full cyclical reviews, and at different stages of program completion. (page 25)
17. Further improve and monitor effectiveness of student advising across the University. (page 26)
18. Track career and other pathways of York graduates more systematically across all programs and use this information to strengthen curricular and extra-curricular programming and student recruitment. (page 27)

Recommendations to Promote Internal Collaboration (and Reduce Internal Competition):

19. Create or re-activate pan-University mechanisms to more clearly differentiate areas of study in which York offers multiple programs. (page 27)
20. Prioritize co-planning, resource sharing, and collaboration among interdependent or similar programs. (page 28)

Recommendations on Rethinking Academic Planning from the Bottom Up:

21. Provide programs or units with meaningful and timely information for improving quality and sustainability of existing programs. Identify early warning signals that will trigger automatic analysis of program changes and potential support needs. (page 28)
22. Encourage faculty experimentation with new academic content as well as digital, technology enhanced and blended learning methodologies, in appropriate contexts where they can improve academic quality or resource efficiency. (page 29)
23. Create mechanisms to pilot, develop and test curricular or pedagogical innovations before they are proposed as new programs. (page 29)
24. Make processes and criteria for approving new curricular programs more rigorous and realistic with respect to evidence of sustainability. (page 30)
25. Require cyclical program reviews to define more clearly the level of demand and other conditions which must be met in order to recommend that a program continue, as well as roles and responsibilities to take necessary actions to address quality or sustainability challenges in programs recommended to continue. (pages 30-31)

Recommendation on New Revenue Generating Activities:

26. Ensure colleagues at the program and unit level have access to market research services and other supports to develop new revenue generating activities. (page 31)

Recommendation on Moving Quality from Good to Exceptional:

27. For high-demand curricular programs with clear plans to innovate and improve quality, address the need for additional faculty resources whether through appointments or reorganization of existing resources. (page 33)
28. Examine the potential benefits and risks of diversifying teaching capacity with alternate stream appointments and practitioner instructors, especially where programs express an interest. (page 33)
29. Strengthen coordinating infrastructure to support programs interested in creating more experiential learning opportunities, especially those which are work- or community-focused. (page 34)
30. Address high priority physical infrastructure deficits such as those identified in s.4.3.3 of the Academic Task Force Report. (page 35)

Recommendations on Optimizing Data for Academic Planning:

31. Further improve the quality and transparency of institutional data to facilitate effective planning at the program and unit levels. (page 35)
32. Clarify the budget attribution principles that are used to generate program and unit-level financial data in the Faculties and foster constructive dialogue on resource and cost allocation. (page 36)
33. Track research, scholarly, and creative activity over time to better understand patterns and changes in activity levels and research impact, and to benefit University reputation. (page 37)

Administrative Task Force Report:

Institutionally Supported Review of Service Delivery Configuration:

1. The Task Force recommends that a review of service delivery architecture be undertaken with a view to ensuring the optimal arrangement of structure and process by service need or priority. Opportunities for service provision utilizing shared, laddered and integrated approaches should be considered, particularly as means to streamline and strengthen services that are currently duplicated or uncoordinated across units.
2. The Task Force recommends that a review of service delivery architecture or any further analysis of effective service delivery be unbound by current definitions of “programs” or solely within existing functional streams.
3. The Task Force recommends that a review of service delivery architecture should ultimately become part of a cyclical review to ensure the evolution and renewal of our administrative infrastructure.

Governance and Authority:

4. The Task Force recommends that governance be considered a primary feature of every service delivery arrangement – existing or emerging – as a matter of clarifying roles, responsibilities, decision-making authority and accountability. To this end, formal and informal cross-divisional/departmental committees, steering committees, program committees and working groups should be brought into scope for review of service delivery.

High Risk Areas for Immediate Attention:

5. The Task Force recommends that immediate action be taken to address the configuration of services that most directly impact enrolment in the form of intake and retention, and recognizes that these areas are primary candidates for strategically integrated, collaborative service provision.

Emerging Priorities:

6. The Task Force recommends that as Experiential Education is a high strategic priority for the University, determination of the best service configuration for the administrative support for this priority should begin immediately. The strength of leadership, vision and energy related to this priority suggests that moving quickly to assess the necessary infrastructure could inform other efforts in constructing collaborative service models.

Strengthen Leadership and Accountability for Planning:

7. The Task Force recommends that accountability for planning as an activity and for the substance of plans be strengthened at all levels of leadership – from executive to program – to ensure that planning continues to embed in the culture of our organization.

Strengthen the Integrated Resource Plan Framework and Process:

8. The Task Force recommends that the current IRP rubric and process be reviewed more generally to improve the IRP's relevance and to demonstrate its value as a meaningful instrument for advancing the University's mission. This review should include feedback and consider ease of use of the technical tool, as well as identify our best-practice approaches for creating energizing, workable plans.

Strengthen Lateral Planning:

9. The Task Force recommends that the IRP framework be enhanced to support strong lateral alignment to ensure effective strategic institutional responses to priorities, as well as ways to consider connections between tactical plans.

Strengthen Planning Capacity:

10. The Task Force recommends that the University engage in building planning competency in our management community based on best-practice

principles that include the development of key performance measures for assessing plan outcomes.

Strengthen Performance Management Program:

11. The Task Force recommends that the PMP framework be reviewed to increase its real relevance in supporting accountability, competency-building and the fair assessment of performance. This review needs to include feedback from the management community.

Best Practice Leadership and Professional Development:

12. The Task Force recommends that we strengthen the capacity of our existing managerial talent to engage in relevant communities of practice, that we ensure key functional leads are provided with the resources to participate in professional development activities and that we embed “best-practice” leadership in all areas as part of performance and accountability.

Development of Meaningful Metrics:

13. The Task Force recommends that programs be required to develop valid, meaningful and manageable metrics that are linked to assessing quality and efficiency, as well as accountability and performance. This should be done in conjunction with service clients and partners but also be framed with clear alignment to strategic priorities, in addition to being guided by external frames of reference where possible. Similarly, it is recommended that a coordinated approach be taken across like programs.

Comprehensive Institutional Infrastructure for Data and Measurement:

14. The Task Force recommends that, informed by the findings regarding service delivery architecture, a thoughtful approach be taken in considering how best to support the data and measurement needs of the administrative functions of the University. Leveraging the existing resources in OIPA, the approach should provide comprehensive and institutionally coordinated support to programs in terms of shaping requirements, tools, providing coordination over broadly utilized data such as the National Survey of Student Engagement (NSSE) and other sector performance markers.

Revisit PwC Report:

15. The Task force recommends that the findings of the PwC report be revisited in conjunction with the observations of this review and that process-related opportunities be prioritized based on implications/impact and potential resources released.

Review PRASE Office:

16. The Task Force recommends that the PRASE Office, as the primary mechanism created to bring process improvements to life, be reviewed to ensure that it has the appropriate structure and resources, and is generally positioned to partner effectively with the community to support process improvement.

IT Governance:

17. The Task Force recommends that the governance structures and processes currently in place for setting the strategic direction of the University's critical IT function be reviewed and strengthened to ensure ongoing alignment with the University's academic priorities and to enable the capacity to set broad policy concerning service parameters.

IT Planning:

18. The Task Force recommends that the Information Technology Strategic Plan for the University be reviewed regularly to ensure that it remains current and relevant. Efforts to build project planning and management disciplines as an important support for IT governance should continue.

IT Service Delivery:

19. The Task Force recommends that the opportunities identified through this process review to drive efficiencies through service delivery changes be fully investigated and implemented where appropriate. Areas for investigation are application development, integration and realignment, service aggregation and management, messaging and communications, software and service licensing, digital production, infrastructure and software as a service.

High Risk Technological Deficits:

20. The Task Force recommends that particular attention be paid to the resolution of the critical technological deficits/issues revealed through this process and from the PRASE review.

Financial Reporting That Supports Analysis:

21. The Task Force recommends that a consistent, meaningful form of financial reporting be developed as part of the overall data set required to support institutional analysis of program sustainability, efficiency and overall alignment of resources.
22. The Task Force recommends that programs and divisions focus on achieving the deep financial sustainability that can be realized by addressing many of the structural, process-based observations in this Report and by revisiting the PwC PRASE report assessment of large-scale efficiencies. This necessarily requires programs that have not already done so, to consider fundamental changes in service provision and resourcing, particularly those programs that appear to have been insulated from the full impact of cuts. Serious consideration must be given to services that are not essential, service levels that are not sustainable and to alternative means for satisfying service needs, including engaging external providers where appropriate.
23. The Task Force recommends that the budgets of those programs with a persistent and large carry-forward be reviewed to determine if resources can be redirected to enhancing the priorities of the University as reflected in the University Academic Plan.
24. The Task Force recommends that carry-forward plans become standard practice and integrated into the governance framework of the new budget model.

Talent Management and Development:

25. The Task Force recommends that current efforts to develop and deliver a comprehensive approach to talent management, such as competency-based practices, continue to be supported. The scope of such an approach should include staff recruitment through to skills and career development.
26. The Task Force recommends that the University explore ways to more systematically engage the mutual commitment to training and development embedded in our staff collective agreement such that training

becomes normalized, an expected and welcomed aspect of fulfilling both managerial and employee obligations.

Space for Students:

27. The Task Force recommends that, within a more general consideration of large-scale capital renewal, space for students be prioritized and strongly integrated into strategic academic plans.

Preparation for the New Budget Model:

28. The Task Force recommends that as the new budget model continues to develop toward implementation, full consideration be given to the mechanisms that will support organizational restructuring and the commensurate realignment of resources.

29. The Task Force recommends that strategies to incentivize compromise and collaboration be integrated into the new budget framework.

Change Management:

30. The Task Force recommends that organizational change be viewed through the lens of best-practice change management principles and strategies in a way that creates a comprehensive, planned approach to change. This includes consideration of the successes in our own institution to understand what works best in our context but also includes strong emphasis on, and a systematic approach to, addressing cultural and attitudinal dispositions that limit advancement. This also includes consideration of local resources to ensure ground-level follow-through.

31. The Task Force recommends that any comprehensive change plan be set with a realistic time horizon taking into account the scope and depth of change required.

Change Management Competency:

32. The Task Force recommends that change management competency be developed in our management community and become a significant consideration in talent acquisition.

Comprehensive, Integrated Approach:

33. The Task Force recommends that conceptual and practical integration of the various change initiatives take place such that they form synergistic

elements of a comprehensive framework set within a broader strategy for change.

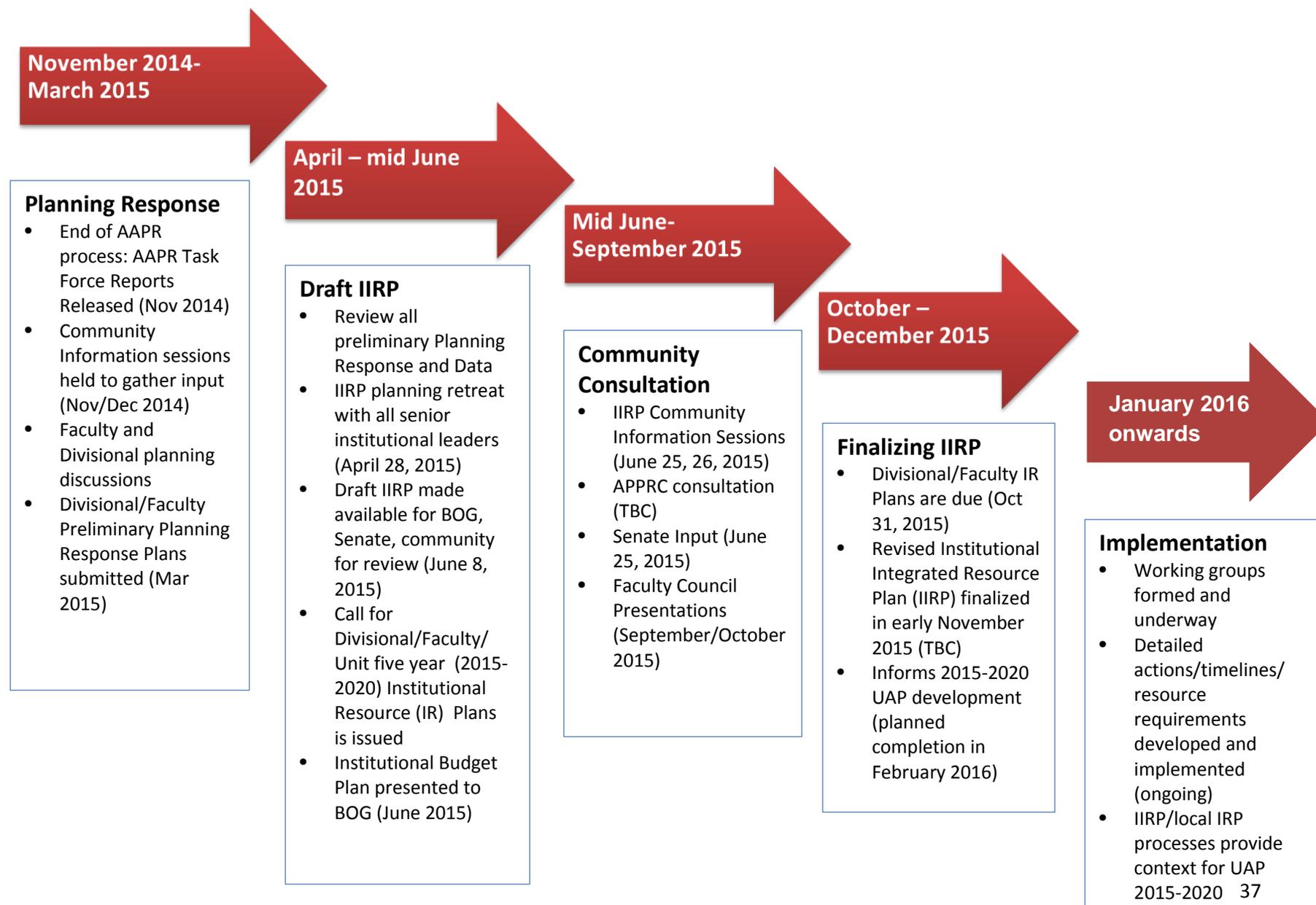
Change Governance:

34. The Task Force recommends that thoughtful consideration be given to the governance structures and processes related to any institutional scale plans emerging from the AAPR initiative and that they reflect the importance of organizational change by including highly placed authority and accountability.

Leadership and Vision:

35. The Task Force recommends that the way forward be led with the passion and commitment that inspires vision such that we can deliver on administrative excellence in support of our academic mission.

Appendix 3: IIRP Timeline



VPRI Priorities 2015-2016
APPRC Meeting September 10, 2015

York Plan for the Intensification and Enhancement of Research (PIER)

The Plan will build on the commitments to research outlined in the Strategic Research Plan in supporting the university's vision to intensify our research activities, and to set out recommendations that aim to help strengthen all aspects of York's research enterprise over the next five years.

- Have assembled a PIER Working Group with representation from across the university to provide ongoing feedback and input over the course of the consultation period
- Will be conducting extensive strategic consultations with Faculties/ departments, senior administrative leadership bodies, related planning/ advisory bodies, York research community, with open forums, workshops, and community chats being held throughout the fall and winter
- Aim to have final report drafted spring 2016

Organized Research Units:

- New ORU chartering competition launched – notices of intent due September 18th, full charter applications due October 30th
- VPRI recommendations brought to ORU Subcommittee spring 2016
- No existing ORUs are applying for new charters this year
- Discussions on positioning ORUs for success are continuing

Continued reporting and discussion on research progress

Strategic: -Canada First Research Excellence Fund (CFREF)
 -Canada Foundation for Innovation (CFI)
 -Canada Research Chairs (CRC)

Individual: -Tri-Council
 -Other peer review
 -Other non-peer review – grants, contacts etc.

2015 Research Report to Senate

- VPRI annual research report to Senate presented at November 26th or December 10th Senate meeting

University Academic Plan 2010-2015 Summative Report on the Attainment of Objectives

Research Intensification

Objectives	Progress	Considerations
<p>Intensifying and widening the research culture at all levels of the University reflected through enhancing research engagement and building research infrastructure and supports</p>	<p>Senate approval of Strategic Research Plan (2013)</p> <p>Senate approval of an amended Policy on Organized Research Units (2011)</p> <p>Creation of a dedicated ORU sub-committee of APPRC, with appropriate mandate and detailed procedures</p> <p>Growth in Canada Research Chair allocation – now at 36 -- and alignment of CRCs with strategic research objectives in the UAP / SRP; York allocation from a fixed total of CRCs reflects higher Tri-Council funding</p> <p>FGS improvement of the quantity and quality of applications from current graduate students for external scholarships and awards</p> <p>Developed centralized services and supports for Post-Doctoral Fellows</p> <p>Development of a Plan for the Intensification and Enhancement of Research (PIER) that aligns with and informs other institutional plans by outlining practical commitments to enhance research supports and build research intensity</p> <p>Building partnerships for research impact through the creation of LaunchYU, York's first entrepreneurship support program. LaunchYU introduced its first accelerator program which will help accelerate the growth of approximately 20 new ventures.</p> <p>Support of successful Canada Foundation for Innovation and Ontario Research Fund proposals to build research infrastructure.</p> <p>Within Knowledge Mobilization (KMb), launched Community BUILD (featured in the Toronto Star), mentorship and training program for social entrepreneurs in partnership with VentureLAB, the United Way York Region and Seneca College.</p>	<p>PIER Working Group established to provide ongoing feedback and input, and advise on and participate in consultations towards a final intensification plan.</p>
<p>Building research capacity by leveraging our research strengths across the university and through</p>	<p>Continuing collegially-driven implementation of Strategic research plan that highlights six broad areas of research strength for York and identifies five areas of opportunity for strategic investment to 2018.</p>	

<p>strategic collaboration with external partners worldwide</p>	<p>Connected Health and Wellness Project collaborative project with York University, NexJ Systems and McMaster University, includes \$15.5 million funding by the federal government (2012)</p> <p>Canada Research Chairs program approved in 2014 (100% for new hires; aligned with the areas of strength and opportunity in the Strategic Research Plan)</p> <p>Establishment of York Research Chairs by Senate and Board (2014) with 10 chairs awarded in rounds 1/2 (including 2 Faculty based Chairs); provision for the creation of additional, Faculty-specific chairs and explicitly defined as a fundraising opportunity</p> <p>Research a focal point for the development of York's new fundraising campaign</p> <p>Nine new endowed chairs or professorships in Financial Accounting, Operations Management, Organizational Studies, Strategic Management, International Business and International Entrepreneurship (Schulich, 2012: Bergeron Chair in Engineering Entrepreneurship (Lassonde, 2013); 21st Century Science, Science (2013); Love Chair in Environmental Engineering (2015)</p> <p>Lassonde-RIIT Roorkee agreement includes research collaboration (2015)</p> <p>Faculty of Health- Revera Inc. partnerships includes research on aging (2015)</p> <p>Osgoode / Philosophy departments establishment of the Ontario Legal Philosophy Partnership with McMaster (2015)</p> <p>Lassonde – Quanser partnership agreement for research (faculty and students) supported by the NSERC-funded Chair Design Engineering for Innovation (2015)</p> <p>York-Southlake Regional Health Centre in Newmarket partnerships embeds Health researchers at the hospital (ongoing, established 2011)</p> <p>VPRI is continuing to build and foster research relationships with institutions abroad – including recent MOUs signed with India's Defense Research & Development Organization (DRDO), as well as German institutions Justus Liebig University Giessen, Philipps-Universität Marburg, and in the Netherlands, Donders Institute for Brain, Cognition and Behaviour at Radboud University Nijmegen. Upcoming collaborative agreements to include Chinese institutions- Nanjing Normal University</p>	
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	and Nanjing University, and possibly others.	
<p>Developing an evidence-based culture of evaluating and comparing York's research successes against international best practices and disciplinary norms</p>	<p>York 8th in field-normalized impact in Science and Engineering and 8th in Canada (Higher Education Strategy Associates)</p> <p>Ranked 15th in Canada by the Centre for World University Rankings; one of two universities in the top 15 without a medical school (2015)</p> <p>Ranked 226-250 range with four other Canadian universities (Times Higher Education Supplement); Humanities ranked 97th (3rd in Canada) and 95th in the Social Sciences (4th in Canada); up from 301-350 range in 2012</p> <p>Leiden ranking of impact of sciences: 18th in Canada, 6th in Ontario; social sciences 7th in Canada, 2nd in Ontario (2014)</p> <p>Modest gain in research funding ranking (from 22nd in 2011 to 21st in 2013) but no better in intensity (37th to 39th) as reported by the VPRI in 2014</p> <p>Publication rank remains the same at a rank of #19, but publication intensity has increased from #34 (2013) to #30 (2014) (Research Infosource)</p> <p>Publication impact #16 in Canada in 2014 (Research Infosource)</p> <p>Kellogg-Schulich Executive MBA ranked 1st in Canada, 8th North America and 26th in the world in 2013 (Financial Times); Schulich 1st in Canada and among the world's top 25 MBA programs in the 2013 global MBA ranking and 1st in the world in the 2013 global Executive MBA ranking (Economist); Schulich 1st in Canada, 10th among two-year MBA programs outside US in the 2013 Best Business Schools ranking</p> <p>Research income growth of 7% (to \$79 million) compared to 1.1% expansion in the system (reported 2015)</p> <p>Success rates of group and large scale collaborative grants have increased 55% and applications have doubled in number</p> <p>Research agreements grown by 17% to \$25 million (614 agreements)</p> <p>Knowledge Mobilization Unit is both nationally and internationally recognized for its leadership</p> <p>York full partner with MITACS</p>	<p>York's research recognized for impact, knowledge mobilization, and innovation, with researchers faring well in large-scale, multi-institution competitions and early career funding.</p>

<p>Intensifying research through integrated, strategic Faculty planning</p>	<p>Research addressed in all Faculty plans</p> <p>Annual reports to APPRC and Senate on academic planning include research perspectives</p> <p>FGS enhanced degree-completion support through dissertation completion scholarships, graduate student development seminars and writing programs</p>	
<p>Enhancing the educational experience by promoting the engagement of graduate and undergraduate students in research and enhancing the participation of postdoctoral fellows</p>	<p>Encouragement / support for student external awards through scholarship application sessions with immediate increase of \$1.5 million to \$4.4 million in 2015-2016 SSHRC doctoral awards</p> <p>Six Vanier Canada Graduate Scholarships</p> <p>VPRI is continuing to build its support for the undergraduate research fair and for research opportunities for undergraduate students.</p> <p>Continue growth of Mitacs participation and promotion of international research experiences for York students.</p> <p>VPRI continues to work with FGS to support the development of Vanier Scholarship and Banting Fellowship success for York</p> <p>VPRI promotes maximal inclusion of trainees in all research funding applications.</p> <p>VPRI is promoting the further engagement of ORUs in graduate and postdoctoral training</p> <p>Through Innovation York continue to build programming to expose students to entrepreneurship and commercialization opportunities.</p> <p>Promote research engagement that assists the university in achieving its thesis-based graduate student targets.</p> <p>Establishment of a Working Group on Enhancing the Graduate Student Experience with an emphasis on supervisions, opportunities for research and professional skills developments, and facilities / space</p> <p>FGS development of Students with Disabilities Graduate Handbook to support and broaden capacity of graduate researchers with disabilities</p>	<p>York has tripled its Mitacs program uptake year over year.</p>
<p>Providing expanded post-doctoral opportunities at York</p>	<p>Three Banting Fellowships over the last years;</p> <p>FGS developed centralized services and supports for Post-Doctoral Fellows through hire of Post-Doctoral Services Coordinator</p>	
<p>Communicating and celebrating our research success and thereby</p>	<p>The continued evolution of the annual York Research Celebration as a featured event, as well as focused</p>	

<p>building York's reputation</p>	<p>research celebrations throughout the year</p> <p>Continued Sponsorship of the Canada Prizes</p> <p>Promotion of more explicit language related to research expectations in letters of offer for new hires</p> <p>Realigning internal research support programs to emphasize progression to external peer reviewed activities</p> <p>Annual YU Research Leaders events instituted; all Faculties have celebrations of research</p> <p>Annual research awards ceremony</p> <p>Promotion of more explicit language related to research expectations in letters of offer for new hires</p> <p>Realigning internal research support programs to emphasize progression to external peer reviewed activities</p> <p>Additional of awards for Distinction for Research Creativity or Scholarship and Distinction in Social Justice Research in LA&PS</p> <p>Annual FGS Graduate Student Scholarship Celebration</p> <p>Recalibration of FGS student research funds through Academic Initiatives Fund to prioritize graduate student fieldwork, conference organization and travel, etc.</p>	
<p>Providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy</p>	<p>The Libraries held a collaborative workshop for faculty members "Strengthening Student Success by Rethinking the Teaching of Undergraduate Research Skills" (2015). The workshop provided opportunity for faculty members to begin the process of rethinking the design of research assignments for their courses and explore new and innovative ways to develop students' research skills. SPARK, Student Papers & Academic Research Kit was launch in 2013, is an online student resource for academic literacy.</p> <p>YU Libraries: Student Papers and Academic Research Kit (SPARK) developed and launched</p>	
<p>Providing a culture of support for research across the university, in the relevant academic and non-academic administrative units.</p>	<p>Meeting regularly with the Council of Associate Deans Research and ORU Directors to lend mutual support and provide collective leadership in the attainment of the University's strategic research goals</p> <p>Regular visits to Faculties, units and programs and provision of workshops on taking advantage of research opportunities</p>	

	<p>Regular participation in Dean's group</p> <p>Addition of the Vice-President Research and Innovation and an ORU Director to the Academic Policy, Planning and Research Committee of Senate (2012)</p> <p>Additional course releases following on the YUFA collective agreement of 2013</p> <p>Routinization of the Council of Associate Deans Research with terms of reference</p> <p>Addition of the Vice-President Research and Innovation and an ORU Director to the Academic Policy, Planning and Research Committee of Senate (2012)</p> <p>60 additional 0.5 research course releases to support research/scholarly/creative activities (YUFA collective agreement 2012-2015)</p> <p>Vice Provost Students/Student Financial Services: provides ongoing support for the Research at York (RAY) program to provide financial support for undergraduate students working in research positions.</p> <p>Inclusion of appropriate non-academic units in project development teams for strategic and large scale research funding applications, particularly those involving significant space and/or infrastructure components.</p>	
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Enhancing Teaching and Learning

Objectives	Progress	Considerations
<p>Expanding experiential learning opportunities available to students at all levels (including co-op, internships, community-based learning, problem-based learning, etc.)</p>	<p>Creation of an experiential learning database in LA&PS</p> <p>Establishment of an Office of Experiential Education at Osgoode (2012) with allocations of \$200,000 from a dedicated fund for pilot projects and expanded opportunities; all JD students must participate in at least one significant student experience</p> <p>Under the direction of the Office of the AVP Teaching and Learning the pan-University Experiential Education (EE) Work Group was established (in June 2013) that contributed to the drafting of a Case for Change and Vision for experiential education (EE), the development of an integration summary and operational plan (2014), and a Common Language for EE that included course, community and work focused activities (2014).</p> <p>Established EE Leads Group (2014) with representatives from every Faculty to provide support for the implementation of the EE integration strategy within his/her</p>	<p>Academic Innovation Fund established in 2010 by the Provost and has since provided support for 20 projects in the first round and 19 in the second (along with 34 course redesigns)</p> <p>http://aifprojects.yorku.ca/</p> <p>As described at the outset, AIF projects focused on experiential education,</p>

	<p>Faculty.</p> <p>Conducted Faculty audits (2014) of EE and mapped these against EE Common Language to determine breadth of EE offerings at York.</p> <p>A Pan-university infrastructure proposal (2015) was developed that included recommendations for the creation of a central YU Experience Hub, and the establishment of EE Coordinators within each Faculty. To be taken up as part of the IIRP initiative.</p> <p>Provision of courses and workshops by the Teaching Commons to support faculty use of EE teaching methods.</p> <p>Creation of an experiential learning database in LA&PS</p> <p>The AIF awarded three grants to support the embedding of three (3) EE Strategies: Community Service Learning, Community Based Research and Placements in faculties and 4 grants were awarded combining both eLearning and EE strategies.</p> <p>Establishment of an Office of Experiential Education at Osgoode (2012) with allocations of \$200,000 from a dedicated fund for pilot projects and expanded opportunities; all JD students must participate in at least one significant student experience</p> <p>Anti-Discrimination Intensive Program at Osgoode includes credit for placement at the Human Rights Legal Support Centre.</p> <p>Master of Conference Interpreting fully online</p> <p>Faculty of Health partnership with Toronto Central Community Care Access Centre (CCAC) for research and training opportunities in the home and community care sector (2013)</p> <p>Faculty of Education partnership with the Ontario Association for Supervision and Curriculum development to provide students with access to professional training resources (2013)</p> <p>Academic Innovation Fund supported a total of 73 projects and 28 course redesigns over four years.</p> <p>Master of Conference Interpreting fully online</p> <p>Faculty of Health partnership with Toronto Central Community Care Access Centre (CCAC) for research and training opportunities in the home and community care</p>	<p>eLearning and technology / enhanced learning, and the first year experience with an emphasis on those that are sustainable, collaborative and contribute to the development of models that are transportable to the rest of the University</p>
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	<p>sector (2013)</p> <p>Faculty of Education partnership with the Ontario Association for Supervision and Curriculum development to provide students with access to professional training resources (2013)</p> <p>Lassonde co-op option (2014)</p> <p>Science Co-op programs in Biochemistry, Biotechnology, Chemistry, Environmental Biology, Environmental Science Honours degree programs. (2013)</p> <p>Lassonde-RIIT Roorkee agreement includes experiential education dimension (2015)</p> <p>Health-Revera development of a Director of Care Certificate in Clinical Leadership (DOCL) program (2015)</p> <p>Schulich -Kinetic Café program to support students launching their own start-up companies (2015)</p> <p>LaMarsh Centre for Child & Youth Research and the Canadian Crime Victim Foundation (CCVF) program for training in trauma counselling for Psychology graduate students</p> <p>Master of Leadership and Community Engagement (Education, in legislative process) based on praxis of theoretical and community-based applications</p> <p>Experiential Education Coordinator appointed at Glendon (2015)</p> <p>Establishment of LaunchYU through OCE funding (OCEA) to provide entrepreneurship opportunities for students</p> <p>Celebratory EE events were held in the Faculties of Health and Liberal Arts and Professional Studies (2015)</p> <p>Under the direction of the AVP Teaching and Learning the pan-University Academic Technology Advisory (ATA) Group was established in the Spring of 2012.</p> <p>The ATA Group Developed a report “A Case for Change eLearning Integration at York University (2012-13). Recommendations cited in the paper are currently being implemented. Recommendations include: 1. Promote the broad adoption of eLearning tools and resources in face-to-face courses; 2. Elevating the Culture of Teaching and Learning through eLearning; 3. Increase the Adoption of Blended Learning; 4. Pursue the Strategic Development and Introduction of Fully Online Course and Programs.</p>	
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	<p>A common language for eLearning was established (2012-13). Course coding for blended and fully online courses has been implemented which informs students about the type of eLearning courses offered prior to their enrolment, and also provides institutional metrics for eLearning courses at York (2013-14). A “Student Guide to eLearning at York” was created to provide students with advice, resources and information about what to expect in online courses and tips and tools to be a successful online learner (2014).</p> <p>Process mapping tools have been developed, Faculty eLearning leads were established, and Faculties conducted eLearning audits of their degree programs and established baselines and 3-year targets (2014-15).</p> <p>Faculty Course Repositories were established to house redesigned courses, technical implementation is currently underway for Fall 2015.</p> <p>The eLearning Curriculum Innovation Grant was established to encourage and support full-time and part-time faculty members in the creation of new or the conversion of existing courses to blended and/or fully online courses. A total of 19 courses were developed for Fall/Winter 2014-15 or Summer 2015 offering.</p> <p>York participated in the call to develop fully online courses for Ontario Online Initiative’s Shared Online Course Fund. York secured a total of \$537K grant from the Ministry (Ontario Online) to convert 5 courses, and 3 modules to fully online</p> <p>Provision of courses and workshops by the Teaching Commons to support faculty use of technology in teaching and learning.</p> <p>The AIF awarded twenty-one grants to support course redesigns incorporating blended learning, fully online learning or the flipped classroom. Four grants were awarded combining both eLearning and EE strategies.</p>	
<p>Supporting innovative and flexible curriculum delivery through online and hybrid courses, as well as other elements of technology enhanced learning</p>	<p>Addition of a Full-Time Option in the General LLM Program (2011)</p> <p>Master of Leadership and Community Engagement (Education, in legislative process) fully blended</p> <p>Faculty of Education Online Learning Fund (2014-2015)</p> <p>York University partner in the Ontario Online Learning Consortium (OOLC); e-campus portal launches 2015</p> <p>Celebratory eLearning events were held in the Faculties of</p>	

	<p>Health, School of Arts, Media, Performance and Design and Liberal Arts and Professional Studies (2015)</p> <p>MA Conference Interpreting (MCI)</p>	
<p>Recognizing and supporting innovation in teaching and learning, and providing support and recognition for instructors – full-time faculty members, contract faculty members, and teaching assistants</p>	<p>Teaching Commons opened in 2012 New Associate Dean Teaching and Learning Position in LA&PS</p> <p>LA&PS teaching awards instituted 2013</p> <p>Academic Innovation Fund</p> <p>Academic Innovation Fund was established in Fall 2010 to provide an investment in innovation and change at York. Phase 1 was implemented from 2011-2014, and a total of 5M was invested across 54 projects led by faculty, staff and/or students. The AIF supported projects that addressed curricular innovation through approaches that incorporate eLearning, EE and the student experience. Phase 2 was launched for 2015-16 academic year, and a total of 1.5M was awarded to 19 projects which continue to focus on innovations in eLearning (n=4), Experiential Education (n=9) and First Year Experience within the curriculum (n=6).</p> <p>The following is a summary of some of the accomplishment highlights by theme under AIF Phase One (2011-14):</p> <p>ELearning</p> <ul style="list-style-type: none"> • Over 120 courses embedded eLearning strategies (web enhanced, blended and/or fully online) with over 160 offerings of these courses • Over 24,000 students experienced at least one type of eLearning course • Students now have a suite of 24/7 online learning resources (SPARK) with research, writing and learning skills, over 20,000 undergraduate students have used SPARK <p>Experiential Education</p> <ul style="list-style-type: none"> • Over 100 course directors participated in Experiential Education related AIF projects • Over 16,500 students experienced at least one type of experiential education course <p>Student Experience</p> <ul style="list-style-type: none"> • Over 2400 students across three Faculties were involved in an expanded phase two of the YU START pilot project <p>Teaching Commons (TC) opened in 2012</p> <p>The TC was created by the Office of the AVP Teaching and Learning in September 2012 following the closure of the Centre for the Support of Teaching. In less than three</p>	

years the TC has built a climate of professional collegiality raising the profile of teaching and provided concrete support for all teachers, including TAs, contract and tenure track faculty.

In the past three years the TC has created a suite of programs and services to support both full-time and contract faculty members, as well as graduate students, in their teaching. TC hosts the following events: The Teaching, Learning, and Student Success Day during New Faculty Orientation; Teaching Assistant and International Teaching Assistant Orientations; Support Teaching at York (STAY) Symposium for Teaching Assistants. The TC creates opportunities for 'Communities of practice', where groups of professionals with varying levels of experience and expertise sharing their common interests and offering support to one another. TC also hosts the annual Teaching In Focus (TIF) Annual Conference.

TIF Conference - Teaching in Focus (TIF) Conference is the pan-university conference in Teaching and Learning at York University. This peer-reviewed conference provides opportunity for all who teach or support student learning at York to celebrate teaching, share experience and innovations in teaching practices, make connections, and build and expand a community and scholarship of teaching and learning.

TC Workshops: typically 3-hour long sessions on a range of topics concerned with teaching and learning throughout the academic year; topics include: Course Design Bootcamp, eLearning Bootcamp, EE Bootcamp, Teaching 1000-Level Courses, Inclusive Curriculum Design, Principles and Practice of Course Design, and Assessment.

TC Courses: between 6-18 hrs include: Course Design@York, eLearning@York, Experiential Education@York, and Graduate Supervision@York.

Certificate Programs - The Instructional Skills Workshop (ISW) is a Canadian certificate program. During this intensive three-day workshop (24 hours in total), participants work collaboratively in a small group setting to further develop their teaching effectiveness as well as receiving feedback on new teaching strategies and techniques. In addition, TC offers the Facilitator Development Workshop (FDW) which is an intensive five-day workshop for individuals who have completed the ISW. The FDW provides training to become a facilitator of the ISW.

There are several SEDA (Staff and Educational Development Association) accredited certificate programs

	<p>designed for faculty and TAs. Each certificate program has specific requirements but all include application of theory to practice and practitioner reflection.</p> <p>SEDA accredited courses for faculty: 1. Supervising Graduate Students 2. eLearning @ York</p> <p>SEDA accredited courses for TAs: 1. TA Certificate in Teaching (TACT – for experienced TAs) 2. STA Program (Senior Teaching Assistant Program – for Senior TAs).</p> <p>New Associate Dean Teaching and Learning Position in LA&PS</p> <p>LA&PS teaching awards instituted 2013</p> <p>Long Service Teaching Appointments (up to 60 in any contract year) offer contract faculty members increased stabilization of course assignments</p> <p>Increased number of CUPE Conversion appointments to tenure-stream positions in recognition of the contribution made by long-term employees to the University community</p> <p>Schulich Task Force on Teaching Excellence recommendations take into account teaching, research and service contributions</p> <p>Curriculum Mapping tool in pilot phase 2014-2015 – supports the mapping of learning outcomes and assessment in courses to program learning outcomes.</p>	
<p>Affirming and expanding of our leadership in curriculum delivery modes, including day, evening, weekend and online learning for graduate and undergraduate, full-time and part-time, traditional and non-traditional students, as keys to enhancing the student experience and supporting our commitment to access to post-secondary education</p>	<p>Major review of access initiatives undertaken in 2012</p> <p>Renaming and transfer of the School of Continuing Studies (2014)</p> <p>New Policy on and Guidelines on Bridging Programs (2013)</p> <p>York University English as a Second Language Bridging Program thought York University English Language Institute (2013)</p> <p>Amendments to the Mature Student Admission Category (2014)</p> <p>Osgoode Digital Commons launched 2014 (leading institution-hosted repository of open-access law resources)</p> <p>Osgoode Digital Initiative report leading to a Digital Innovation Fund (2014), flipped classroom for one course,</p>	

	<p>and online modules for others</p> <p>Osgoode Student Success and Wellness Program Professional Certificate in Human Resources Management for Internationally Educated Professionals (2013)</p> <p>Addition of 90 credit degree options (for example: Professional Writing, 2014, Jewish Studies, 2014)</p> <p>York/Ryerson Co-Registration option gives students flexibility for study at locations and flexible times.</p> <p>Certificates for Internally Educated Professional established (2010-2013)</p> <p>FGS enhanced Graduate Professional Skills (GPS) program</p>	
<p>Recruiting top-flight secondary school graduates and non-traditional students with high academic potential</p>	<p>Establishment of the Transition Year Program</p> <p>Addition of a Certificate of Completion category</p> <p>New Senate Policy and Guidelines on Advanced Credit Programs for Ontario Secondary School Students (2015)</p> <p>Co-op programs in Science (2013) and Lassonde (2014)</p> <p>Increased number of formal articulation agreements for students coming from Ontario Colleges to York University</p> <p>Exploring opportunities to host York Region Science and Technology Fair. This science fairs attracts the brightest high school students in a region (e.g. York Region, Toronto District) who are competing to go the Canada Wide Science Fair. By hosting the York Region fair we are bringing an elite group of students to York who will build connections early on.</p> <p>Vice Provost Students/Recruitment: Development of an institutional Strategic Enrolment Management (SEM) plan to inform recruitment strategies.</p> <p>Hosting program specific events/activities (similar to Science Fair) to attract top students to York's campuses and programs. For example: high school juried art show and competition.</p> <p>Engagement and agreement to host the York Region Science Fair at York in 2016 and agreement sponsor top winners for National Science Fair participation</p> <p>Vice Provost Students/Admissions: Admissions packages improved and targeted to specific personas developed via Strategic Intelligence initiative.</p>	

	Vice Provost Students/Student Financial Services: Repackaging of York Entrance Scholarship program to include a student life award.	
Increasing opportunities for students to have international experiences as part of their academic programs	Expansion of LA&PS exchanges Specialized International Option in BEd Program (2011) Lassonde-RIIT Roorkee agreement provides for student exchanges (2015) India Program Option, MBA (2012) Establishment of the International Working Group in FGS (reported 2015) Expansion of Schulich exchanges and dual degree programs with Pontifica Universidad Catolica in Chile, Instituto Technolgico Autonomo of Mexico) Development of international academic partnerships with institutions of high ranking with programs that offer an excellent fit for York students (strategic partnership building)	
Fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming.	School of Continuing Education in development with re-launch scheduled for autumn 2014 Vice Provost Academic with Faculties: Internationally Educated Professional Certificates established FGS enhanced Graduate Professional Skills (GPS) program to emphasize transferrable and versatile skills for graduate students and post-doctoral fellows	

Enriching the Student Experience

Objectives	Progress	Considerations
Enhancing the quality and level of preparation of the incoming class	Increase of average GPA (or stability) in most Faculties, with challenges for LA&PS VPA and Provost: Development of SEM Plan Vice Provost Students/Recruitment: recruitment strategies critically assessed and revised to align with SEM Plan. OIPA: Creation of a Student Self-Assessment Survey for first-year incoming students to provide information and resources to help with transition and to gather institutional data to inform early alert and intervention initiatives Vice Provost Students/Admissions: Implementation of new admission assessment /evaluation process for “101”	Current decline in 1 st choice applications being addressed by strategic enrolment plan and University and Faculty initiatives Masters below target, PhDs generally closer to target Enrolments set by

	<p>applicants such that admission average calculations focus on required courses. This will ensure that “early” admission decisions to “101” applicants will be made to best fit applicants, reducing the number of potential rescinds and need to lower admission standards later in the cycle.</p> <p>Sport & Rec: varsity recruiting efforts focused on high average student athletes; conversion rates have increased thanks to stronger connections with admissions on early offers</p> <p>Campus Recreation stronger outreach to colleges and faculties to facilitate first year activities (games, dodgeball, team building)</p> <p>PAWS first year student athlete mentoring programming developed and actioned; impact on retention is very promising.</p>	<p>Strategic Mandate Agreements and must be met</p> <p>Increased efforts in 2015 resulted in higher conversion rates</p>
<p>Enhancing the first year experience by fostering students’ transition to the university and their engagement with each other and with faculty, with their studies, and with their community</p>	<p>YUStart in multiple Faculties</p> <p>Expanded orientation activities expanded (and addressed in Policy on Sessional Dates and the Scheduling of Examinations)</p> <p>Vice Provost Students/YU Start: York’s student transition program - to include approximately 8,500 incoming students in 7 Faculties, 90 majors, 15 degree types and 8 affiliated colleges, including mature and transfer students. http://yustart.yorku.ca/. The program includes online enrolment, campus tours, an online learning community and student chat space, and culminates with York Orientation Day.</p> <p>SCLD: Greater integration of Faculty, College, student and Division of Students’ transition programming.</p> <p>AIF funded project on Student Mental Health contributed to the development of a pan university wide mental health committee Evidence based, online alcohol education (Alcohol EDU) delivery to all first year students living in residence and orientation leaders.</p> <p>Mental Health 101 training for all orientation leaders focusing on recognizing, responding and referring students in distress</p> <p>Revisioning of Orientation, including retreat for York Orientation Director’s Association, enhanced training for up to 1200 Orientation Leaders, improved website, implementation of Lion’s Pride, YU Belong faculty and staff program, pan-university welcome event and enhanced family and parent program.</p> <p>CDS: Specialized transition programming delivered to</p>	

	<p>students with disabilities during the summer and throughout their first year of study</p> <p>Vice Provost Students/Residence Life: “first 8 weeks” program implemented that is focused on supporting students’ transition in residence.</p> <p>RO: Degree Progress Report is developed and broadly deployed. DPR is an online self-serve tool that allows students to track their progress towards their degree.</p> <p>University 101 academic transition support in multiple faculties to support students who otherwise would not retain their offer of admissions (pilot 2014; expanded options 2015)</p> <p>YI: Enhanced York International orientation workshops for international students as part of the YU orientation</p> <p>York International student peer program supports new international students’ transition by bringing together new with senior international students</p>	
<p>Improving advising for students at every stage of their studies</p>	<p>Advising review underway in 2015</p> <p>Key element of the first PRASE initiatives – fully integrated in the IIRP as central institutional priority</p> <p>YUStart in multiple Faculties, JumpStart and Discover Glendon at Glendon</p> <p>AMPD redesigned student services and supports, including advising</p> <p>Vice Provost Academic: Academic Advising Fora (twice per year in 2014 and 2015) – professional advisors in attendance Academic Advising Professional Development Advisory Group established (2013)</p> <p>Academic Advisor core competencies under development (2015)</p> <p>Enhancements to advising technology supports - Advising Dashboard includes Advising Connections allowing academic advisors to track reasons for advising visits (2015)</p> <p>Vice Provost Academic & Office of the Vice-Provost, Students: the Advising Community of Practice has increased its collaboration resulting in a more seamless experience for students.</p> <p>Vice Provost Students/YU Start: Online enrolment via YU START has shortened the enrolment period from 20 to 8</p>	

	<p>weeks, created an equal “playing field” for international and out-of-Province students and freed up advisors to focus more on complex cases and upper year students.</p> <p>RO: the online student degree progress report was developed and deployed.</p> <p>Vice Provost Students & Colleges: the York Engaged Students (YES) program supports high profile contributions and engagement activities on campus that are focused on such things as peer mentoring, ambassadorship and advising.</p>	
<p>Creating communities (both in person and virtual) within and beyond the University</p>	<p>Markham Diabetes Prevention and Management (Health, 2014)</p> <p>Faculty of Health strategic community plan in development (2015)</p> <p>Teaching Commons opened in 2012</p> <p>Psychology partner with YouthSpeak for a York Region School Board event on mental health (2014)</p> <p>York University Mental Health & Emotional Well-Being Group and the York Region Mental Health Collaborative partnership on the improvement the mental health and emotional well-being of children and youth (2012)</p> <p>York – University of Toronto initiatives with Markham-Stouffville Hospitalist and other York Region partners (Health)</p> <p>Proposed “Adult Villages at York University to integrate retirement residences with assisted living and York University Centre for Research and Education modelled on Schlegel Villages at the University of Waterloo (Health, reported 2015)</p> <p>CDS: Peer Mentors recruited, trained and deployed to create safe and welcoming spaces for students with disabilities to meet with senior students with similar types of disabilities</p> <p>Career Centre: expansion of ways for employers to connect with students through high touch and high-tech career programming (e.g panel discussions, Twitter chats)</p> <p>SCLD: Building capacity to make York a suicide safer community through the training of 6 York staff members as safeTALK and ASIST trainers. Also delivered safeTALK and ASIST to over 800 York students, faculty and staff members</p> <p>SCLD: implemented a communications/engagement strategy that fosters virtual student community through</p>	

	<p>social media channels (facebook, twitter etc.)</p> <p>SCLD student staff (~150) participate in various community service projects annually (eg. Woodgreen, Black Creek Farm)</p> <p>VPS/Residence Life: programming fosters community and support for 2000+ students living in undergraduate residence.</p> <p>Community Life Coordinator position created to support and build community among 3000+ students and families living in graduate housing and apartments.</p> <p>Vice Provost Students & Advancement: Distribution of Good Neighbour Guide in the Village.</p> <p>Vice Provost Academic: Transfer Credit Working Group established (2014) to foster understanding and engagement around the transfer student experience and to support the enhancement of York University capacity for credit transfer.</p> <p>Community Engagement Centre - conducted a review and refined mandate and core activities to better align with university priorities</p>	
Enhancing opportunities for students' involvement in research projects, particularly at the graduate level	<p>VPS/Student Financial Services: provides ongoing support for the Research at York (RAY) program to provide financial support for undergraduate students working in research positions.</p> <p>York's MITACS membership provides international research opportunities for undergraduate and graduate students</p> <p>FGS: Working Group Reports on Enhancing Graduate Academic Experience and International Graduate Students with Recommendations presented to FGS Faculty Council, 2015</p>	
Increasing the time spent by students in small group settings with full-time faculty members, including retaining the format of small graduate seminar classes	FGS: Teaching Commons and FGS offer graduate supervisor certificate	Modest improvement in student / faculty ratios from 2009-2010 to 2014-2015 (based on undergraduates and graduates / full-time and contract faculty index)
Coordinating student service functions carried out by different elements of the University	Vice Provost Students: Development of VPS Strategic Plan in 2013 that clearly articulates student success priorities and enablers for change.	

	<p>OSCR is affirmed as first responder for critical incidents and events involving students. Response facilitated within the context of York's values.</p> <p>OSCR: Student of Concern Committee (SoCC) is responsible for Violence Threat Risk Assessment (VTRA) related to students of concern</p> <p>CDS: collaborates with campus partners in the Career Centre, Student Financial Services, the Office of the University Registrar, and Library Accessibility Services to deliver efficient and effective services to students with disabilities.</p> <p>Vice Provost Students: Hosted the Summit on First-Year Experience in the Classroom: Rethinking Retention to facilitate the development and implementation of teaching strategies designed to support student success. (2014)</p> <p>RO: Review of the Call Centre for Admissions Student Client Services to more seamlessly guide students to the appropriate information and advising on campus and improve student customer service</p> <p>Online booking service to provide direct interaction time between student and VPS Admissions Client Service Reps. Students set times and state issues so that ACS is prepared with answers when they arrive for appointment</p> <p>Initiated convocation for students in absentia</p> <p>Transfer Credit Connect process targets students to help recruit and retain high quality applicants & reduce transfer credit questions that occur at advising appointments across campus.</p> <p>Increased self-serve online tools for students, e.g. online letters, enhanced online applications, online degree progress report.</p> <p>Elimination of the enrolment deposit requirement for continuing students.</p> <p>RO: Improved timeline for distribution of government financial aid (OSAP, BSWD).</p> <p>Career Centre: increase in Faculty-specific career support programming between the Career Centre and Faculties and/or student groups.</p> <p>SCLD: Peer Leader Community of Practice created to coordinate peer leader (peer mentor, ambassador, educator etc) training, job summaries, programming and assessment.</p>	
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	<p>FGS: Development and implementation of online graduate student record working with graduate programs, UIT, and Student Services</p> <p>Establishment of online and accessible graduate faculty appointments database</p>	
Supporting student communities	<p>Addition of a Convocation in Absentia (2014)</p> <p>Professional Skills Program for graduate students</p> <p>VPS/Career Centre & FGS: Professional Skills Program for graduate students that includes career development workshops and sessions as well as individual appointment to assist graduate students articulate their research and critical skills in a resume in application for non-academic jobs or careers.</p> <p>VPS/Career Centre: establishment of career support web resources for Aboriginal students, international students and students with disabilities.</p> <p>VPS/Career Centre/CDS: introduction of an annual event coordinated by the Career Centre and CDS entitled, Career Success: Employment Supports for York Students with Disabilities, that includes a panel discussion, workshops, and networking activities.</p> <p>VPS/Career Centre: Supports for students looking for work on campus via the Career Centre's workshops and job posting system that includes work/study positions.</p> <p>VPS/Career Centre: Pilot of an onboarding program for work/study students via the Career Centre that includes student and supervisor orientation and training, learning objectives plan and evaluation.</p> <p>VPS/SCLD: Pan University wide mental health conference for peer leaders</p> <p>VPS: emphasis on student mental health highlighted through the appointment of a mental health strategy lead and the promise of a 3 year mental health action plan by Jan 2016.</p> <p>VPS/SCLD: LeaderShape Institute implemented annually for 60 students across campus to build leadership capacity.</p> <p>VPS/SCLD: RED Zone in Vari Hall supports and makes referrals to 1000's of students annually.</p> <p>VPS/CASS: Centre for Aboriginal Student Services provides support and fosters community for Aboriginal students.</p>	

	<p>VPS/SCLD: YU Connect involvement platform implemented that supports 500+ student organizations and 20,000+ students.</p> <p>VPS/SCLD: Peer Health Education program engages with 25,000+ students annually to promote wellness and healthy life choices.</p> <p>President's Annual Reception for International students (organized by York International) to welcome new international students (since 2013)</p> <p>Graduate Professional Skills (GPS) Program for graduate students</p>	
Expanding and improving space for student activities.	<p>Scott and other library renovations, Teaching Commons established</p> <p>Second student centre in advanced planning stages</p> <p>Opening of the Discover York: Campus Visit & Tour Centre to enhance recruitment and reputation</p> <p>Pan American Games Stadium to enhance Sport & Recreation facilities</p> <p>Renovation of all washrooms/change rooms in athletic facilities</p> <p>Audit of VPS Student Space on Campus (2015)</p> <p>Internal Audit: Audit of academic space completed in 2014</p> <p>Technology update of Vanier student lounge</p> <p>York International redesigned space offers a welcoming environment for international students.</p> <p>YI Global Café offers space for international student peer program activities.</p>	

Building Community and Extending our Global Reach

Objectives	Progress	Considerations
Working in and with communities, including research collaborations, community-based programs, and other forms of interactions	<p>Faculty of Health Community Strategy (2015) with specific objectives, benchmarks and timelines</p> <p>Community Engagement Catalyst Grants offered York-TD Community Engagement Centre, valued at up to \$5,000 for collaborations in the Black Creek community (2015)</p> <p>PanAm Community Engagement Activities (2015)</p>	

	<p>Partnership between York-TD Community Engagement Centre and Vice Provost Students Division = \$30,000 in each of 3 years offered to CEC.</p> <p>Sport & Rec: summer camp programs</p> <p>Career Centre: Expanding outreach to employers, alumni and education professionals to provide them with opportunities to connect with York students for full-time, part-time, summer, volunteer, experiential and further education opportunities, e.g. (increase from 393 professional on campus in 2009-10 to 539 in 2014-15).</p> <p>FGS: Enhanced Fieldwork funds for graduate students undertaking community based research</p>	
Aiding faculty development and recognition for community engagement and outreach activities	<p>"Towards an Engaged University: The Report of the President's Task Force on Community Engagement" submitted to the President (201)</p> <p>Establishment of Ad Hoc Community Engagement Council and designation of inaugural Chair (2013); established Special Advisor to the President in 2015 who will create new Advisory Council</p>	
Extending and developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students	<p>School of Continuing Studies established (2014)</p> <p>Certificates for Internationally Educated Professionals (2010-2015 – ongoing)</p> <p>BEd in Technological Education (in collaboration with Ontario Colleges)</p>	
Supporting lifelong learning initiatives	<p>School of Continuing Studies established (2014)</p> <p>Health Leadership and Learning Network (HLLN) in Faculty of Health established (2012). HLLN provides Continuing and Professional Education (non-degree and non-credit), offering courses and certificates that redefine and advance approaches to keeping people healthier longer. Courses focus on professional, career development and lifelong learning needs. HLLN programs are practical and applied, and use an evidence based approach to learning for inter-professional staff and organizational effectiveness.</p>	
Building on York's leadership in collaborating with other institutions to better serve our students, and continuing to make those relationships express quality imperatives	<p>Approval by Senate of Principles for External Partnerships (2014)</p> <p>Partnership with Seneca in the Markham Centre campus programs (2015)</p>	

<p>and other articulated objectives</p>	<p>BSc Dual Program in Computer Science wit Hochschule Bonn-Rhein-Sieg / University of Crete (2011)</p> <p>York-Ryerson Dual Degree Credential Program, BEd Junior Primary/ Early Childhood Education (2011)</p> <p>Amendments to the Senate Policy on the Responsible Conduct of Research and the Senate Policy on Research Involving Human Participants (2013)</p> <p>York-Ryerson Co-Registration Option (2013)</p> <p>York-Seneca Program in Urban Sustainability (2013)</p> <p>Guidelines for Articulation Agreements (College to University) established (2015)</p> <p>Increased the number of articulation agreements with Ontario Colleges (2014-2015) AMPD – 3 agreements; LAPS – 4 agreements; Glendonn – 2 agreements; ongoing discussions with all GTA colleges and Georgian.</p> <p>York University is a leading partner with ONCAT, the Ontario Council for Articulation and Transfer, participating actively in various working groups and projects and is an early adopter for the OnTransfer site providing students with information about articulation agreements and course to course transfer.(2012-2015)</p> <p>Ryerson/York Exchange Co-registration Program; a Ministry funded student mobility initiative developed in partnership with Ryerson University</p> <p>OSCR/CDS: collaboration with Humber River Regional Hospital (HRRH) to develop and implement process for supporting students admitted to hospital (critical incident management). OSCR: Partnership with Seneca @ York re Students of Concern, critical event</p>	
<p>Fostering internationalization as expressed in the student population, the curriculum and exchange programs and developing a more strategic approach to internationalization</p>	<p>Establishment of Schulich campus in Hyderabad, India and satellite facilities in South Korea, Brazil, Mexico and China</p> <p>Expansion and additional academic initiatives of Costa Rican campus</p> <p>Area-focused roundtables brought together in 2012 to assess opportunities in China, India/South Asia, Pacific Rim and Latin America</p> <p>Greater presence in China, including Schulich facilities</p>	

	<p>Canadian International Development Agency (CIDA) award of \$6.2 million for projects to bring post-secondary education to the Dadaab refugee camps in Kenya, promote employment of people with disabilities in Bangladesh, India and Nepal</p> <p>Robarts Centre Visitor ship Program for international faculty and students to pursue research in Canadian Studies (2015)</p> <p>Half of those enrolled in the Master of Conference Interpreting program are outside of Canada</p> <p>Specialized International Option in BEd Program (2011)</p> <p>Enhanced promotion of global learning opportunities for students resulted in increased numbers of participants in academic exchanges;</p> <p>York International leads a global fair each September for students interested in going abroad and a reentry conference (with Ryerson and UofT) for returning students.</p> <p>York International will lead a Go Global Campaign in Fall 2015 to highlight York's global learning opportunities for students and encourage awareness of the importance and value of an international experience.</p> <p>Global Ambassador program established (summer 2015)</p> <p>Offering more short-term international opportunities (less than 4 weeks) for students who are unable to spend a term or two abroad: summer abroad courses, summer schools, summer exchanges; global internships; international placements.</p> <p>Increased opportunities to York students to interact on campus with visiting international students (i.e. the Niarchos foundation summer school (2014); Beihang University-York University summer school *launched in 2013)</p> <p>York International Mobility Award program provides students financial support to all students participating in an approved York international program (academic exchange; course; summer school etc.)</p> <p>LA&PS and Osgoode are matching York International funding,</p> <p>Review of academic exchange activity has permitted the</p>	
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	<p>identification of active exchange partnerships and preferred destinations vs. less active ones. York International is promoting destinations identified by Canada as priority markets (i.e. China, Brazil).</p> <p>York International resources for students participating in international experiences (i.e pre-departure sessions; intercultural sensitivity workshops; risk management).</p> <p>Simplified online application process for all global learning opportunities.</p> <p>Draft of institutional Internationalization strategy under review.</p>	
<p>Enhancing the recruitment of and support for international students.</p>	<p>Three years ahead in realizing target of 10 per cent international students (reported spring 2015)</p> <p>LA&PS international student enrolments grew from 1,200 in 2009 to 3,000 in 2014-2015</p> <p>Destination York program launched 2015 (York University English Language Institution) York University English Language Bridging Program (2013)</p> <p>International students Website and brochure provide information specific to numerous countries and often in the first language of students</p> <p>Advisory Committee for York International established in 2011 Expanded list of acceptable English Language Proficiency tests for admission (2012)</p> <p>Vice Provost Students and SCS/YUELI: Working toward a pan-University framework and policies for engaging with external partners and agents to support international recruitment.</p> <p>Career Centre: establishment of a web resource and customized career development workshops for international students.</p> <p>York International enhanced International student pre-arrival and upon arrival support for incoming international students : pre-arrival webinars led by Global Connections leaders who represent more than ten language groups (2015); airport meet and greet (since 2013) certified immigration specialist on staff since 2014 to provide professional guidance on immigration requirements (having a certified immigration specialist makes York compliant as per CIC</p>	

	<p>requirement); more orientation workshops for international students during York Orientation; new YI website (2013) that offers clear and updated information for international students and community ; enhanced efforts to reach out to international students via social media have resulted in increased visibility of York International</p> <p>Post arrival support for international students include workshops, information sessions (i.e. UHIP) living in Canada series, winter holiday events; field trips; Global Café events.</p>	
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Strengthening Interdisciplinarity and Comprehensiveness

Objectives	Progress	Considerations
<p>Managing enrolments to ensure that overall and Faculty-specific targets are met while focusing attention on high quality</p>	<p>Most Faculties attaining enrolment goals annually</p> <p>Challenges persist in FGS, FES, AMPD and LA&PS</p> <p>Surveys conducted to identify factors that most influence decisions by York and non-York applicants SEM Plan developed/launched in 2014.</p> <p>SEM Intelligence greatly advanced and now informing institutional priorities and strategic decision making.</p> <p>VPA+P with OIPA: Established comprehensive, predictive enrolment modelling and enrolment directional goals that align with an institutional SEM plan.</p> <p>Evolution of the York brand is underway to position York in a differentiated manner from key competitors and to highlight programs.</p> <p>Degree program strategy including degree streamlining profiled as strategic initiative in the IIRP document</p>	<p>Current vogue encouraging students to seek applied programs at universities, CAATs or consider trades</p> <p>Reputational issues have arisen (safety and security, subway construction, etc.)</p>
<p>Preserving and building on core strengths</p>	<p>Rebuilding faculty member and librarian complements; full-time faculty projected at 1,392 in 2015-2016 and Librarians at 50</p> <p>Sixty centrally funded strategic appointments authorized for 2010-2011 and 2011-2012 of which 26 were in LA&PS</p> <p>Strategic hiring plan in place for LA&PS to align with Faculty goals with objective of increasing the ratio of full-time to contract faculty members (reported 2015)</p>	
<p>Making the ongoing adjustments necessitated by changes in student preparation and</p>	<p>University 101 academic transition support in multiple faculties to support students who otherwise would not retain their offer of admissions (pilot 2014; expanded options 2015)</p>	

experiences	<p>Establishment of 90 credit degrees in various disciplines (2010-2015)</p> <p>Career Centre: introduction of the “You’ve Got Skills!” workshop to assist students in articulating the skills and experiences gained through their day to day activities at York and in their lives.</p> <p>YU Start</p> <p>VPA+P: Heightened Strategic Enrolment Intelligence to inform institutional recruitment and retention efforts</p> <p>York International to work more closely with ESL learning Centre to provide international students with non-program specific ESL support (to start in Fall 2015)</p>	
Monitoring system and government developments carefully and adjusting targets upwards <i>if</i> there are sufficient resources, financial, human and physical, for doing so and if we conclude that such increases are consistent with academic objectives	Reached a Strategic Mandate Agreement with MTCU in 2014; sets enrolment targets for graduate and undergraduate	
Supporting the development of a more comprehensive university through diversification of enrolments	<p>MSc in Operations Management and Information Systems (2011)</p> <p>BEd in Technological Education (with various Ontario Colleges)</p>	
Paving the way to an expanded Engineering program (and areas such as health, business, applied, and professional programs) consistent with York’s traditional emphasis on disciplinary richness, collaboration and transformation	<p>Lassonde School of Engineering and constituent units and programs established (2011 and thereafter); building opens 2015</p> <p>Establishment of a Bachelor of Engineering (2012)</p> <p>MSc in Operations Management and Information Systems (2011)</p> <p>Master of Accounting Degree (2012)</p> <p>Master of Business Analytics Degree (2014)</p> <p>Honours Minor Program in Marketing for Non-Business Studies (LA&PS, 2014)</p> <p>Certificates in Advanced Accounting, Intermediate Accounting and Professional Accounting (2015)</p> <p>BEd in Technological Education (2011)</p>	

	<p>Anti-Discrimination Intensive Program (Osgoode, 2011)</p> <p>Diploma in Health Industry Management (2011)</p> <p>Certificate in Managing International Trade (2013)</p> <p>New bilingual programs Glendon: Biology (2015), and Psychology (2014); others planned (Certificate in Law and Social Thought; iBA-BBA in Business, BA in Communication)</p> <p>Certificate in Public Policy Analysis (2013)</p> <p>Certificate in Public Administration (2013)</p> <p>Master of Conference Interpreting (2012), Graduate Diploma in Conference Interpreting (2012), and Graduate Diploma in General Interpreting (2012); expansion of MCI to Mandarin, Spanish Portuguese (2013)</p> <p>Completion of Life Sciences building, renovation / expansion of Osgoode, Lassonde building in progress</p> <p>BA and BSc Programs in Global Health (2013)</p> <p>Specialization in Energy and Infrastructure Law (Osgoode, 2011)</p> <p>Master of Disaster and Emergency Management (2012)</p> <p>Honours Minor in Medical Anthropology (2014)</p> <p>Speciality Stream in Neuropsychology, FGS (2014)</p>	
<p>Improving seamless education through transfer credit and bridging programs for students applying to York from college, internationally educated students seeking Canadian credentials, and mature students</p>	<p>New Senate Policy and Guidelines on Bridging Programs (2013)</p> <p>New Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions (2013)</p> <p>Transition Year Program (established as a pilot, 2012; extended 2013)</p> <p>Professional Certificate in Human Resources Management for Internationally Educated Professionals (2013)</p> <p>Transfer Credit Website and student brochure implemented</p> <p>Articulation Agreement guidelines established; Increased number of formal articulation agreements between Ontario Colleges and York University (2013-2015) (9 signed – multiple agreements under development)</p>	

	<p>RO: "Transfer credit connect" implemented to provide advising and support directly to transfer students in person and through e-chats.</p> <p>VPA+P/RO: Inclusion of transfer opportunities in ONTransfer database.</p>	
<p>Improving support for students in need of additional support, and students for whom English and French are second languages</p>	<p>Establishment of the Glendon Language Training Centre for Studies in French (2011)</p> <p>New bilingual programs Glendon: Biology (2015), and Psychology (2014); others planned (Certificate in Law and Social Thought; iBA-BBA in Business, BA in Communication)</p> <p>Revival of Francophone Advisory Committee at Glendon (reported 2015)</p> <p>Writing skills support for graduate students York University English Language Institute consolidated under the School of Continuing Studies</p> <p>York University English Language Bridging Program (2013)</p> <p>CDS: provided learning skills training and psychological counselling for students in need of additional support in their adjustment to university. Students with disabilities who registered with Disability Services were provided with Disability Counsellors to help them receive necessary academic accommodations and to assist in navigating through the university.</p> <p>York International offers a Living in Canada series and an international student peer support program that support the transition and integration of new international students in Canada and at York.</p>	
<p>Improving accessibility and supports for students with disabilities.</p>	<p>Senate Policy on Accommodations for Students with Disabilities under review 2014-2015</p> <p>Resources for faculty members and students developed in compliance with the Access for Ontarians with Disabilities Act</p> <p>Dedicated communication and support plans for students with disabilities during and after the academic disruption of 2015</p> <p>Pilot expansion of Education's Deaf and Hard of Hearing Diploma online to other jurisdictions (York program unique in Canada and demand, extra-provincial interest strong)</p> <p>Creation of a Task Force on Students with Disabilities</p>	

	<p>(2013) leading to publication of a Handbook for Graduate Students with Disabilities and consideration of other recommendations</p> <p>Disability Law Centre at Osgoode CDS: provided specialized summer transition programming and year-round support for students with disabilities including those with physical, sensory, medical, learning and mental health disabilities.</p> <p>Autism Spectrum Disorder Transition program funded (by MTCU) and launched in 2014.</p> <p>Career Centre: introduction of an annual event coordinated by the Career Centre and CDS entitled, Career Success: Employment Supports for York Students with Disabilities, that includes a panel discussion, workshops, and networking activities. York International developing resources for students with disabilities who wish to participate in an international academic exchange.</p> <p>FGS development of Students with Disabilities Graduate Handbook to support and broaden capacity of graduate researchers with disabilities</p>	
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Promoting Effective Governance

Objectives	Progress	Considerations
<p>A reinvigoration of the commitment to and participation in collegial governance</p>	<p>Review of Senate reforms completed in 2010; resulted in reduction in the number of Senate committees, revised mandates</p> <p>Creation of / major changes in Council rules for Glendon, Environmental Studies, Lassonde, Liberal Arts and Professional Studies</p> <p>Expanded membership of the Senate Tenure and Promotions Committee to expedite file consideration(2012)</p> <p>Consolidation of Senate Membership Rules (213)</p> <p>FGS Faculty Council renewal and review process – picked up in IIRP</p>	
<p>Improved processes in support of academic planning that streamline without undermining collegial</p>	<p>Annual surveys of Senators launched in 2013; Senate committee membership survey added in 2014</p>	

governance		
Effective, responsive academic administration	<p>Amendments to Pass / Fail legislation (2011)</p> <p>Pan University Degree Structure for the Bachelor of Science (2011) and for the Bachelor of Arts (2011) degrees</p> <p>Amendments to the Senate Policy on Academic Honesty (2012); amendments to Schulich / FGS Policy and Procedures for Academic Honesty (2013)</p> <p>Major changes to FGS Academic Regulations (2011)</p> <p>APPRC forums on alternate stream appointments (2011), academic planning and budget context (2013), academic planning priorities following on release of the AAPR task force reports (2014)</p> <p>Transfer of Responsibility for Selecting Distinguished Research Professors to the Senate Awards Committee from FGS (2012)</p> <p>The first Associate Dean Leadership Development Course was designed and pilot tested in 2013 (a collaboration between the Office of the Provost and the Schulich Executive Education Centre). Third year is planned for September 2015. Through this program Associate Deans have received valued professional development that will assist them with their Faculty and institutional responsibilities.</p> <p>Under the direction of the Office of the AVP Teaching and Learning the pan-University Academic Leadership Development Work Group was established (in Summer 2014).</p> <p>Developed a report “Academic Leadership Development Strategy for York University”, that outlines high level strategy plans to support the professional development of academic leaders and encourage faculty members to pursue leadership positions and to stay and grow in these positions over time.</p> <p>Vice Provost Students: Hosted the Summit on First-Year Experience in the Classroom: Rethinking Retention to facilitate the development and implementation of teaching strategies designed to support student</p>	

	<p>success. (2014)</p> <p>OIPA: Provide SEM professional development to academic administrators and accessibility to strategic enrolment intelligence through the development of an online SEM toolkit</p>	
<p>More sophisticated means of assessing ongoing and proposed academic activities</p>	<p>Efforts to improve participation rates in NSSE surveys and address results</p> <p>ASCP survey of students on Co-Curricular Week options involved 1,500 students (2011)</p> <p>Approval of Senate Policy on the Approval and Cyclical Review of Programs and Other Curriculum and adoption of quality assurance framework (2011)</p> <p>York awarded first place in the 2015 Quality and Productivity Awards competition of (CAUB0) for submission "Integrated Academic Program Information: Informing Decisions through "Integrated Systems Data Intelligence" (2015)</p>	
<p>Continuing attention to academic programs and unit structures so as to achieve a structural array that is appropriate to York's overall mission and to the objectives set out in this plan</p>	<p>Re-visioning of the Centre for the Support of Teaching and creation of the Teaching Commons September 2012. The TC employs 5 educational developers and a Director with a broad range of expertise able to provide support with teaching innovation and excellence across the University.</p> <p>Senate endorsed engagement in the process leading to a bid for a new campus in York Region 2014; York awarded Markham Centre campus funding in 2015</p> <p>Thirty per cent turnover in ORUs up under Senate policy as amended in 2013</p> <p>Establishment of the Glendon Language Training Centre for Studies in French (2011)</p> <p>Renaming of the Department of Visual Arts to the Department of Visual Art and Art History (2012)</p> <p>Renaming of the Department of Film Studies to the Department of Cinema and Media Arts (2015)</p> <p>Renaming of the School of Women's Studies to the School of Gender, Sexuality and Women's Studies (2012)</p>	

	<p>Renaming of the Department of Computer Science and Engineering to the Department of Electrical Engineering and Computer Science and Transfer from Science and Engineering to Lassonde) 2012)</p> <p>Renaming of the Faculty of Science and Engineering to the Faculty of Science (2013)</p> <p>Closure of the Certificate in Coaching (2011), 90-credit Bachelor of Public Administration (2012), Certificate of Language Proficiency (2012)</p> <p>Closure of the Certificate in Business Fundamentals (2013)</p> <p>Closure of the Graduate Diploma in Health Services and Policy Research (2014)</p> <p>Closure of the Graduate Diploma in Teaching of Acting (2014)</p> <p>Closure of the Graduate Diploma in Teaching of Movement for Theatre (2014)</p> <p>Closure of the Certificate in Biblical Studies (2014)</p> <p>Closure of the BA Programs in Social and Political Thought (LA&PS, 2014)</p> <p>Closure of the Certificate in Non-Profit Management (LA&PS, 2015)</p> <p>Closure of the General Certificate in Practical Ethics (2014)</p> <p>Closure of the Master in Public Administration Program (Schulich / FGS, 2014)</p> <p>Closure of the Linguistics and Stylistic Studies Field, English, FGS (2014)</p> <p>Transfer of Professional Writing from the Department of English to the Department of Writing (LA&PS, 2012)</p> <p>Transfer of Modes of Reasoning from Humanities to Philosophy (LA&PS, 2012)</p> <p>Transfer of Earth and Space Science and Engineering to Lassonde (2013)</p>	
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	<p>Transfer of Administrative Responsibility for Certain Programs from LA&PS to FGS (2014)</p> <p>Bachelor of Education restructuring in anticipation of changes to Ontario enrolment and funding framework (2014) and establishment of a BA in Educational Studies (2015)</p> <p>Revisoning of the Centre for the Support of Teaching and</p>	
<p>Coordination of graduate/undergraduate planning around curriculum, enrolments, and deployment of resources</p>	<p>Transition of resource accountability from Graduate Studies to other Facilities(in progress)</p> <p>Cyclical Program Reviews under the York University Quality Assurance Procedures combine undergraduate and graduate reviews in cognate programs together allowing for coordinated plans for quality enhancement.</p> <p>Draft IIRP includes as strategic initiative the recommendation to review our academic organizational structures through a collegial process to ensure that we have structural array that is appropriate to York's overall mission and to the objectives set out in this plan</p>	
<p>Strategic planning modalities that promote and permit "tough choice" decisions that are fact-based and otherwise informed</p>	<p>AAPR process developed with input from Senate</p> <p>Enrolment Management information detail developed for AAPR now used to inform Cyclical Program Review activities such as the self-study undertaken by programs.</p>	
<p>Transparency in decision-making where appropriate</p>	<p>Development and implementation of the SHARP budget model (2011-2015); Working Group on Budget Models (2011-2013) inclusive group with Senate representation</p> <p>APPRC reports on ORU chartering applications include those not recommended</p> <p>External Review of the ORU Landscape (VPRI, 2011-2012)</p> <p>Development of Templates for Annual Report by ORUs (VPRI (2011-2012)</p>	

Executing the Plan and Commitments

Objectives	Progress	Considerations
<p>Resource planning and investments that support quality, graduate and undergraduate student success, and engagement and outreach</p>	<p>Draft IIRP currently under review by community</p> <p>VPA+P: SEM Plan – intelligence and strategies purposefully designed to drive student success.</p> <p>Vice Provost Students: Strategic Plan (built on broad campus consultation) articulates student success priorities (x4) and enablers; Plan informs all resource decisions in the Division.</p> <p>YU Start: YU Start funding support student transition and thereby retention</p> <p>RO: Targeted funding to Entrance Scholarships SCLD: Financial Assistance for student organizations/governments to enhance Orientation and other special student events. Career Centre: SEM strategies include career specific career programming for prospective students to help them link their prospective program of study to career paths (e.g. What can I do with my degree? online web resources, workshops and webinars) and early exposure to career services for first year students built into orientation programming.</p> <p>Associate Deans from each anchor Faculty are engaged in the planning process of graduate programs</p>	<p>Budgetary challenges due to enrolment shortfalls have complicated planning and execution, but investments have been made in UAP priority areas, and new tools have been created to enhanced resource allocations (notably SHARP and IIRP)</p>
<p>Increased cooperation within the University, and with other institutions of higher learning on terms that further York's objectives and preserve the University's autonomy</p>	<p>Dedicated staff in the Provosts' Office to develop further partnerships with Seneca</p> <p>Approval by Senate of Principles for External Partnerships</p> <p>BSc Dual Program in Computer Science wit Hochschule Bonn-Rhein-Sieg / University of Crete (2011)</p> <p>York-Ryerson Dual Degree Credential Program, BEd Junior Primary/ Early Childhood Education (2011)</p> <p>Amendments to the Senate Policy on the Responsible Conduct of Research and the Senate Policy on Resdearch Involving Human Participants (2013)</p> <p>York-Ryerson Co-Registration Option (2013)</p> <p>York-Seneca Program in Urban Sustainability (2013)</p>	

	<p>FES formal partnerships with the World Wildlife Fund Canada, Ontario Climate Consortium and David Suzuki Foundation (reported 2015)</p> <p>AMPD – CineSpace project to build a 20,000 square foot soundstage (would be only the second university facility of this kind in North America (reported 2015)</p> <p>Graduate Program in Digital Media (AMPD - Lassonde)</p> <p>Exploration of Bilingual Program in Nursing (Health-Glendon)</p> <p>Osgoode-University of British Columbia Law international human rights program (2105)</p> <p>Osgoode leading role in Ontario Just Balance Initiative consortium (2014)</p> <p>York University representation on various ONCAT (Ontario Council on Articulation and Transfer): Degree to Degree Transfer Project (2014-2015); Principles for Credit Transfer Policies and Procedures steering committee (2014-2015); Credit Transfer Accountability Group (2013-2015)</p> <p>Transfer of Graduate Programs in Social and Political Thought, Communication and Culture, and Interdisciplinary Studies from FGS to LA&PS</p>	
<p>Establishment of benchmarks for measurement of progress and the gathering and assessment of evidence of progress (or impediments)</p>	<p>White Paper Benchmarks</p> <p>Faculty Integrated Resource Plans tied to APPRC’s annual discussions with the Deans, Principal and University Librarian</p> <p>Enhanced MTCU system-wide metrics with our own institutional metrics reflecting our mission, vision and priorities – incorporated into the SMA 2014 - 2017</p>	
<p>Full, regular, and transparent reporting on progress and opportunities for feedback</p>	<p>Annual and periodic reports by the Provost, Vice-President Finance and Administration, and Vice-President Research and Innovation</p>	



York University Senate

At its meeting of 24 September 2015

Other Business For Which Due Notice Has Been Given

Extending Reasonable Academic Accommodations to Students for Federal Elections on October 19, 2015

that Senate declare October 19th, 2015 a day of academic accommodation;

and

that all course directors be asked through the Deans/Principal to: avoid scheduling exams, tests, presentations or other work on that day and to establish reasonable extensions of deadlines for other graded work due that date and to provide reasonable academic accommodations to students who choose to participate in the Federal Elections on October 19, 2015, including reasonable alternative access to materials covered during their absence.

Rationale

Voter turnout among students is below average with only 38% of youth voting in the last federal election. On October 19th it's important that youth and students have all of the resources they need to head to the polls.

Voting is not always accessible; especially on a commuter campus with students traveling far distances every day. Support of this motion ensures that students have the time to vote in their home riding on Election Day.

Historically, the Senate has passed motions for reasonable academic accommodations to allow students to attend days of action. By providing similar accommodations for students to have time to vote Senate will assist and encourage students to exercise this important democratic right.

Submitted to Senate Executive by Senator Gayle McFadden on September 16, 2015

Deemed to be in order by Senate Executive on September 17, 2015