

Notice of Meeting

Meeting of LA&PS Faculty Council

November 9th, 2023 | 3:00 p.m.-5:00 p.m.

Zoom Meeting Room

AGENDA

<u>Item</u>	<u>Topic</u>	<u>Time</u>
1	Call to Order and Approval of the Agenda	3:00-3:05
2	Chair's Remarks	3:05-3:10
3	Approval of Minutes: October 19 th , 2023 Faculty Council Meeting	3:10-3:15
4	Business Arising from the Minutes	3:15-3:20
5	Reports of Standing Committees of Council <ul style="list-style-type: none">• Executive Committee Report:<ul style="list-style-type: none">○ Item for Action: Close of Nomination○ Item for Information: Mode of Delivery of FC• Committee on Curriculum, Curricular Policy & Standards<ul style="list-style-type: none">○ Consent agenda○ Item for Discussion: Mode of Delivering Courses• Graduate Committee<ul style="list-style-type: none">○ Consent agenda○ Item for Action: Major modifications to Graduate Programs<ul style="list-style-type: none">-Change of field: Humanities Perspectives on Social Justice-Change of field: Critical Childhood and Youth Studies-Addition of the field in History Program: Indigenous History and renaming of two fields	3:20-3:40
6	Item for Discussion: Joint APPRC-ASCP Task Force on the Future of Pedagogy - Consultation on Preliminary Recommendation	3:40-3:55
7	BREAK	3:55-4:00
8	Dean's Report to Council <ul style="list-style-type: none">-Budget and Enrolment Presentation-Conversation & Discussion	4:00-4:50
9	Item for Information: Senate Synopsis	4:50-4:55
10	Other Business	4:55-5:00

Note: LA&PS Faculty Council Meetings are held on the second Thursday of each month from 3:00pm-5:00pm EST. Currently, Faculty Council meetings will be held virtually over Zoom.

York University
Faculty of Liberal Arts & Professional Studies
Faculty Council

Minutes of the 119th Meeting of Council
October 19th, 2023 | Zoom Meeting Room

1. Call to Order & Approval of Agenda

The Chair (C. Ehrlich) called the Meeting of 119th Faculty Council to Order. The Chair introduced himself as the 2023-2024 Chair of Council and welcomed the membership to the meeting before presenting the meeting agenda.

Motion to Approve the October 19th, 2023, Agenda

Approved.

2. Chair's Remarks

Chair acknowledged that this would be his third term as Chair of Faculty Council. The Chair expressed his delighted to serve in this position, however, the Chair also acknowledged that it was prompted by a lack of nominations for the position.

The Chair invited members to consider stepping forward in the future to fill the Chair of Faculty council position. The Chair also welcomed the Vice-Chair (R. Kenedy) to Faculty Council.

3. Approval of the Minutes: September 14th, 2023, Faculty Council Meeting

Approved.

4. Business Arising from Minutes

No additional business.

5. Reports of Standing Committees of Faculty Council

5.1 Executive Committee

Vice-Chair presented the Autumnal round of nominations for the LA&PS Faculty Council and standing committees. The round is slated to run from the October Meeting of Council to the November Meeting of Council. The Vice-Chair invited members to nominate themselves or their peers for the vacant positions.

5.2 Committee on Curriculum, Curricular Policy and Standards (CCPS)

Chair of CCPS (E. Fresco) reported on the establishment of the 2023-2024 General Education Sub-Committee to the Faculty Council. This new sub-committee is intended to assist CCPS in their functions.

AD Quirt provided further information that the sub-committee is an ad-hoc committee, which is run at the invitation of CCPS on a yearly term.

Until the committee vacancies are fully established, inquiries about the sub-committee should be forwarded to the Secretary of Council or the Secretary of CCPS, who could provide information on demand before a Chair of the General Education Sub-Committee is appointed.

5.3 Student Academic Appeals and Petitions

Councilor R. Sevel presented the standing committee's report to council, which provided a summary of the 2022-2023 metrics and thanked both departing and incoming members of the standing committee.

6. Item for Presentation: York Sustainability Strategy

Officer M. Layton presented on the Sustainability Office of York University's recent updates and on the work of the office.

The Office of Sustainability is intended to be integrated into the faculties, with the office providing staff, administration, and specialists to assist the objectives and targets of the faculties, as per the 2023 Sustainability Strategy.

Current sustainability operational priorities include energy management, a drive for plant-based diets on campus, expanding public transit, and electrifying the campus fleet of buses.

The Office of Sustainability is hoping to create engagement opportunities, which will identify staff, faculty, and students who wish to lead sustainability initiatives and create an environment for genuine co-creation.

Members of staff, faculty, or the student body who would be interested in joining a working group—or would like to provide feedback—are welcome to access the Sustainability Office website for more information or to contact the office at sustainability@yorku.ca.

7. Dean's Report to Council

Dean McMurtry welcomed returning and new members to Faculty Council and presented a status update on the current budget discussions.

At the time, the Dean was in the middle of a 7-hour retreat with the Deans and President's Office regarding the finalization of budget information, on which he will report at the November FC meeting.

The Dean also congratulated and presented the winners of the Dean's Award for Excellence in Teaching and the Dean's Award for Distinction in Research, Creativity, or Scholarship.

The enrolment summary report was presented to the council. The Dean wished to acknowledge that enrolment played a significant role in the budget forecast for 2023-2024. As part of his report, the Dean also provided a report on the provincial changes in undergraduate confirmations, which were coordinated through OUAC.

The OUAC metrics also provided a means to compare York University to other universities of similar standing within the province.

International student enrolment is affected by the Federal delay in the student visa program, geo-political pressures, and the student grant program for international students.

Winter admissions are still too early to finalize, but current numbers show an increase in 101 Domestic enrolments and 105 International enrollments, even though 101 International enrolment trends show a nominal negative year-over-year change.

Master's degree enrolments for Fall 2023-2024 also show a negative year-over-year change in enrolment numbers. AD Research, R. De Costa, will be working with the units to find ways to improve enrolment numbers.

The Dean acknowledged that these budgetary difficulties are being felt across the province. While some universities, such as the University of Toronto (U of T), have been able to adjust requirements to bolster international enrolments, many have had to face increasing deficits.

In addition, the Dean note that the President is slated to present at the January 2024 Meeting of Council.

8. Item for Information: Senate September 28, 2023, Synopsis shared with FC.

9. Announcement
No further business.

10. Adjournment
The Chair thanked all in attendance.
The meeting was adjourned.

Carl S. Ehrlich, Chair of Council

Tejas Kittur, Secretary of Council

Executive Committee Report to Council

Report 1
Nov 2023

ITEM FOR ACTION (1):

1. Closing of Nominations – Liberal Arts & Professional Studies Council Standing Committees & Sub-committees – Starting October 19th, 2023

The Executive Committee recommends the following candidates for election to Council Standing Committees effective July 1, 2023. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed, as moved by the Vice-Chair of Council.

The nomination period, which ran from October 19 – November 7, 2023, sought to fill 13 vacancies on Council Standing Committees for the 2023-2024 academic year.

An election (e-vote) will be held for those committees for which there are a greater number of nominees than vacancies, or multiple nominees from the same academic unit. An announcement regarding the e-vote will be issued following the meeting of Council. For all other committees in which the number of nominees is less than the number of vacancies, those who have been nominated for election will be acclaimed to the respective committee.

Attached is the academic departments/schools represented on the Committees of Council documentation.

We would like to thank all the Chairs and Directors for their support throughout this process.

There are currently 13 vacancies on the Standing Committees of Council for 2023 – 2024 as follows:

Executive Committee

(one vacancy)

- Terms are specified in the relevant table.
- Normally meet on the last Wednesday of each month from 1:00pm to 3:00pm
- <https://www.yorku.ca/laps/faculty-council/committees/executive/>

Nominations:

No nominations

Current Membership:

Mehraneh Ebrahimi, *Department of English*
Ron Ophir, *School of Administrative Studies*
Ruth Green, *School of Social Work*
Peter Khaiter, *School of Information Technology*
Saskia Van Viegen, *Department of Languages, Literatures and Linguistics*

Tenure and Promotions Committee

(Three vacancies)

- Terms are specified in the relevant table.
- Committee liaises with Senate and programs to review all tenure and promotions candidates in LA&PS and maintain T&P standards across the Faculty.
- Committee of the whole meets on the first Thursday of each month from 11:00am to 1:00pm.
- <https://www.yorku.ca/laps/faculty-council/committees/tenure-promotions/>

Nominations:

Songlan (Stella) Peng, School of Administrative Studies

Current Membership:

Susan Ingram, Department of Humanities
Ann Kim, Department of Sociology
Matias Cortes, Department of Economics
Mary Goitom, School of Social Work
Mustafa Karakul, School of Administrative Studies
Alison Halsall, Department of Humanities
Fereydoon Rahmani, Department of Equity Studies
Marina Erehtchoukova, School of Information Technology
Stevie M. Bell, Writing Department
Mateusz Brzozowski, Department of Economics
Arthur Redding, Department of English
Daniel Cohn, School of Public Policy and Administration

Committee on Research Policy and Planning

(One vacancy)

- Terms are specified in the relevant table.
- Committee implements the Faculty Research Plan and develops policies to improve the quality of research at LA&PS.
- Committee meets on the fourth Monday of each month from 12:30pm to 2:00pm.
- <https://www.yorku.ca/laps/faculty-council/committees/research-policy-planning/>

Nominations:

Selcuk Ozyurt, Department of Economics

Current Membership:

Shirley Roburn, Department of Communication & Media Studies

*Shamette Hepburn, School of Social Work
Brandee Easter, Writing Department
Abril Liberatori, Department of History
Gajindra Maharaj, School of Administrative Studies
Natalie Neill, Department of English*

Student Academic Petitions & Appeals Committee

(Five vacancies)

- Terms are specified in the relevant table.
- Committee works to create a fair and open environment in LA&PS by supporting hearings for student academic petitions and appeals in the Faculty.
- <https://www.yorku.ca/laps/faculty-council/committees/student-academic-petitions-appeals/>

Nominations:

*William Wicken, Department of History
Kael Reid, Department of Humanities*

Current Membership:

*Na Li, School of Administrative Studies
Christopher Morris, Department of Writing
Arik Senderovich, School of Information Technology
Ibtissem Knouzi, Department of Languages, Literatures and Linguistics
Sirvan Karimi, School of Public Policy & Administration
Sadia Malik, Department of Economics
Kim Michasiw, Department of Writing
Marcela Porporato, School of Administrative Studies
Jennifer Spinney, School of Administrative Studies
Sevel Romi-Lee, School of Administrative Studies
Anuppiya Sriskandarajah, Department of Humanities
Jay Ramasubramanyam, Department of Social Sciences
Tom Hooper, Department of Equity Studies
Jake Pyne, School of Social Work
Emma Feltes, Department of Anthropology*

General Education Sub-Committee

(two vacancy)

- Sub-Committee of CCPS & Chaired by a Member Elected from CCPS
- Provides coordination oversight and governance over the Faculty's General Education Requirements, while developing and receiving proposals relating to General Education courses.

Membership shall contain the following:

- One faculty representative elected at-large from each of the General Education areas.
- Two faculty representatives elected at-large, one from the professional programs and one from the liberal arts programs.

Nominations:

*Gang Pan, Department of Languages, Literatures and Linguistics (Liberal Arts Program)
Kasim Tirmizey, Department of Equity Studies (Liberal Arts Program)*

Current Membership:

*Avron Kulak, Department of Humanities
Alexandru Manafu, Department of Philosophy
Ann MacLennan, Department of Communication & Media Studies
Robin Metcalfe, Faculty of Science
Karen Bernhardt-Walther, Department of Economics (CCPS)*

Committee on Teaching Learning and Student Success

(One vacancy)

- Terms are specified in the relevant table.
- Committee meets on the first Monday of each month, from 11:30am to 1:00 pm.
<https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/>

Nominations:

No nominations

Current Membership:

Robert McKeown, Department of Economics

Maria Liegghio, School of Social Work

Glenn Goshulak, Department of Politics

Carolyn Steele, Department of Humanities

Gail Vanstone, Department of Humanities

Damilola Adebayo, Department of History

Manar Jammal, School of Information Technology

Fernanda Carla-Salsberg, Department of Languages, Literatures and Linguistics

Contract Faculty Representative on the Faculty Council

(Twenty-three vacancies)

- One (1) Year Term
- Contract faculty members include: CUPE Unit 1, CUPE Unit II, and CUPE-Exempt Course Directors

Nominations:

Tanya Taylor, Department of Humanities

Current Membership:

Julie Anna Allen, Department of Philosophy

Vanessa Lehan, Department of Philosophy

Sylvia Peacock, Department of Social Sciences

Linda Hargreaves, Department of Languages, Literatures and Linguistics

Andrea Kalmin, Department of Social Sciences

Keith O'Regan, Department of Writing

YUSA Staff Representative on the Faculty Council

(two vacancies)

- One (1) Year Term
- Five members of the Faculty support staff (YUSA)

Current Members:

Evan McDonough, YUSA

Diana Sargala, YUSA

Naylen Langin, YUSA

Rodolfo Arata, CPM

David Cuff, CPM

Lindsay Gonder, CPM

Paulette Burgher, CPM

Spencer Wagner, CPM

At the November meeting of Faculty Council, nominations from the Autumn round will be approved. Followed by an elections period if there are more nominations than vacancies in a standing committee. An updated Executive Report will be uploaded on the Faculty Council website on the day of Faculty Council meeting. For any information about the above document or about the process of nominations and elections within LA&PS, please reach out to the Office of Faculty Council. For a representative breakdown of the committees, please refer to Appendix A and Appendix B of the report.

Appendix A

2022-23 Faculty Council, Standing Committees, and Senate Membership (Elected/Acclaimed)

Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Ehrlich	Carl	HIST	HUMA	FT Faculty	July 1, 2023	June 30, 2024

Vice Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Kenedy	Robert	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2024

Executive Committee (6 Faculty + 3 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Green	Ruth	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Khaiter	Peter	ITEC	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Van Viegen	Saskia	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Vacancy				FT Faculty	July 1, 2023	June 30, 2024

Note: At least one nomination must be from one from Social Sciences.

Academic Policy and Planning Committee APAC (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gekas	Athanatios (Sakis)	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Glasbeek	Amanda	SOSC	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Kwan	Amy	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Malik	Sadia Mariam	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Poon	Maurice	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Tremblay	Jean-Thomas	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Yu	Xiaohui	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

Committee on Curriculum, Curricular Policy and Standards CCPS (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Alexandrakis	Orthon	ANTH	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Bernhardt- Walther	Karen	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Fresco	Estee	COMN	Social Sciences	FT Faculty	July 1, 2023	June 30, 2024
Jiang	Ling	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kar	Anirban	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Makinina	Olga	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026

Roberge	Ian	SPPA	Social Science	FT Faculty	July 1, 2023	June 30, 2026
---------	-----	------	----------------	------------	--------------	---------------

Note: At least one nomination must be from Humanities.

Tenure and Promotions Committee T&P (15 Faculty + 6 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bell	Stevie M.	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Brzozowski	Mateusz	ECON	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cohn	Daniel	PPAS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Cortes	Matias	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Erechtchoukova	Marina G.	ITEC	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Goitom	Mary	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Halsall	Alison	HUMA	Humanities	FT Faculty	July 1, 2021	June 30, 2024
Ingram	Susan	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Karakul	Mustafa	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Kim	Ann	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Rahmani	Fereydoon	DES	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Redding	Arthur	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vacancy				FT Faculty	July 1, 2023	June 30, 2026
Vacancy				FT Faculty	July 1, 2023	June 30, 2026
Vacancy				FT Faculty	July 1, 2023	June 30, 2024

Committee on Teaching, Learning and Student Success CTLSS (9 Full-Time Faculty + 1 Contract Faculty + 2 Teaching Assistants + 3 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Carra-Salsberg	Fernanda	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Damiloal	Adebayo	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Goshulak	Glenn	POLS	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Jammal	Manar	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kalmin	Andrea	SOSC	Social Sciences	Contract Faculty	July 1, 2023	June 30, 2024
Liegghio	Maria	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
McKeown	Robert	ECON	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vacant			Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

Committee on Research Policy and Planning CRPP (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Easter	Brandee	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Hepburn	Shamette	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Liberatori	Abril	HIST	Humanities	FT Faculty	July 1, 2021	June 30, 2024
Maharaj	Gajindra	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Neill	Natalie	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Roburn	Shirley	COMN	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Vacancy			Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

Note: At least one nomination must be from Social Sciences

Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024

Staff (5-CPM, 5-YUSA) (1-year term)

Last Name	First Name	Membership Category	Term Start	Term End
Arata	Rodolfo	CPM	July 1, 2023	June 30, 2024
Burgher	Paulette	CPM	July 1, 2023	June 30, 2024
Cuff	David	CPM	July 1, 2023	June 30, 2024
Gonder	Lindsay	CPM	July 1, 2023	June 30, 2024
Langin	Naylen	YUSA	July 1, 2023	June 30, 2024
McDonough	Evan	YUSA	July 1, 2023	June 30, 2024
Sargala	Diana	YUSA	July 1, 2023	June 30, 2024
Wagner	Spencer	CPM	July 1, 2023	June 30, 2024
Vacancy		YUSA	July 1, 2023	June 30, 2024
Vacancy		YUSA	July 1, 2023	June 30, 2024

LA&PS Representative on the Senate (3-year term)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Allen	Julie Anna	PHIL	Humanities	Contract Faculty	July 1, 2023	June 30, 2024
Brooke	Stephen	HIST	Humanities	Chair/Director	July 1, 2023	June 30, 2024
Budworth	Marie-Hélène	HRM	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Chapman	Chris	SOWK	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Clements	Elicia	HUMA	Humanities	Chair/Director	July 1, 2024	June 30, 2026
Couto	Naomi	PPA	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Crosby	Alison	GSWT	Humanities	Acting Chair/Director	July 1, 2023	June 30, 2024
Dodman	Maria Joao	DLLL	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ehrlich	Carl	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ferrara	Ida	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Giudice	Michael	PHIL	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Glasbeek	Amanda	SOSC	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Green	Ruth	SOWK	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025

Hargreaves	Linda	DLLL	Humanities	Contract Faculty	July 1, 2023	June 30, 2024
Ho	Wai-Ming	ECON	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Karimi	Sirvan	PPA	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Lambert-Drache	Marilyn	FR	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Langlois	Ganaele	COMN	Social Sciences	Chair/Director	July 1, 2021	June 30, 2024
Magee	Joanne	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Maurice	Poon	SOWK	Professional Studies	Acting Chair/Director	July 1, 2023	December 31, 2023
McKenzie	Andrea	WRIT	Humanities	Chair/Director	July 1, 2021	June 30, 2024
Michasiw	Kim	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2021	
Othon	Alexandrakis	ANTH	Social Sciences	Chair/Director	July 1, 2021	June 30, 2024
Ouedraogo	Awalou	DES	Social Sciences	Chair/Director	July 1, 2021	June 30, 2024
Pilon	Dennis	POLS	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Prince	Enamul Hoque	ITEC	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Spotton Visano	Brenda	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Thomas	Mark	SOCI	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Valeo	Antonella	DLLL	Humanities	Acting Chair/Director	July 1, 2023	December 31, 2023
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Warwick	Susan	HUMA	Humanities	Acting Chair/Director	July 1, 2023	June 30, 2024
Waweru	Nelson	ADMS	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Weaver	Andrew	EN	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Wellen	Richard	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

Senate: Academic Policy, Planning and Research Committee (3-year term)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Davies	Andrea	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026

Senate: Executive Committee (3-year term)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Spotton Visano	Brenda	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

School/Department Area Affiliations

School/Department Full	Affiliation
Writing Department	Humanities
Department of Languages, Literatures & Linguistics	Humanities
Department of English	Humanities
Department of French Studies	Humanities
Department of History	Humanities
Department of Humanities	Humanities
Department of Philosophy	Humanities
School of Women's Studies	Humanities
School of Administrative Studies	Professional Studies
School of Human Resources Management	Professional Studies
School of Information Technology	Professional Studies
School of Social Work	Professional Studies
Department of Anthropology	Social Sciences
Department of Communication Studies	Social Sciences
Department of Economics	Social Sciences
Department of Equity Studies	Social Sciences
Department of Geography	Social Sciences
Department of Politics	Social Sciences
School of Public Policy and Administration	Social Sciences
Department of Sociology	Social Sciences
Department of Social Science	Social Sciences

Modes of Delivery of FC 2023- 2024 Survey results

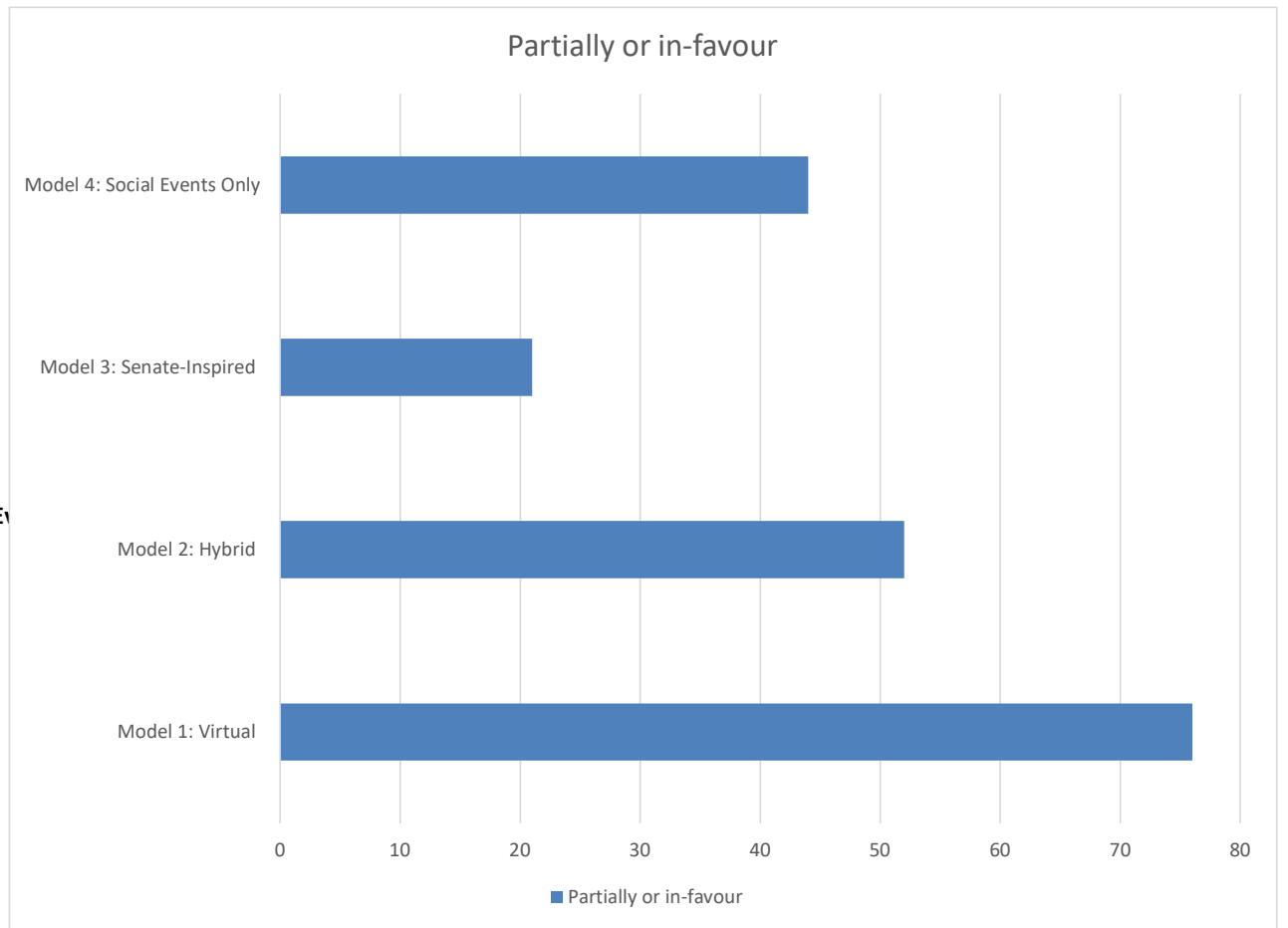
	Model 1: Virtual
1 (Will not attend)	3
2 (Partially oppose to attending)	1
3 (Indifferent)	1
4 (Partially favour of attending)	7
5 (Very likely to attend)	69
Grand Total	81

	Model 2: Hybrid
1 (Will not attend)	10
2 (Partially oppose to attending)	7
3 (Indifferent)	12
4 (Partially favour of attending)	10
5 (Very likely to attend)	42
Grand Total	81

	Model 3: Senate-Inspired
1 (Will not attend)	26
2 (Partially oppose to attending)	21
3 (Indifferent)	12
4 (Partially favour of attending)	8
5 (Very likely to attend)	13
Grand Total	81

	Count of Model 4: Social Events Only
1 (Will not attend)	14
2 (Partially oppose to attending)	8
3 (Indifferent)	14
4 (Partially favour of attending)	14
5 (Very likely to attend)	30
Grand Total	81

Mode of Delivery - Cross comparative analysis	Partially or in-favour	Percentage
Model 1: Virtual	76	94%
Model 2: Hybrid	52	64%
Model 3: Senate-Inspired	21	26%
Model 4: Social Events Only	44	55%
Total submission	81	

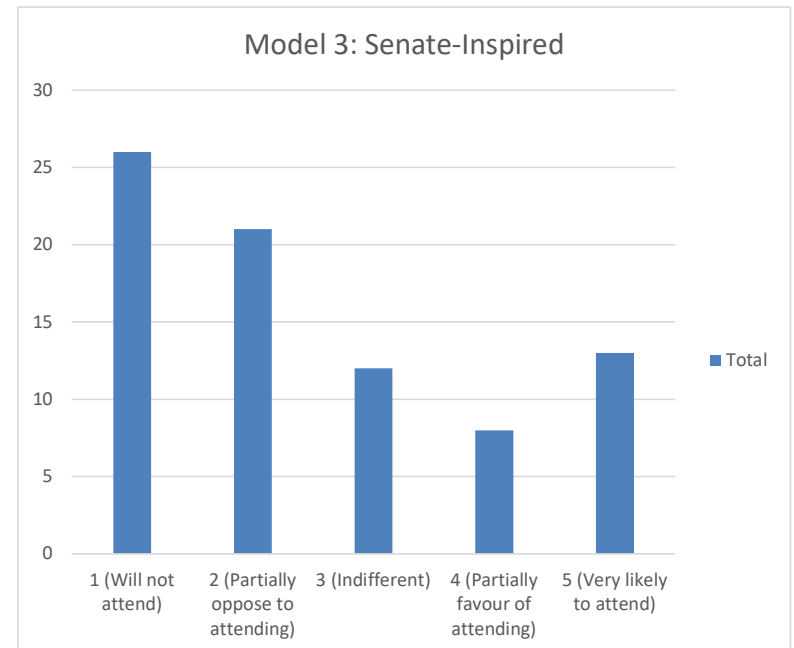
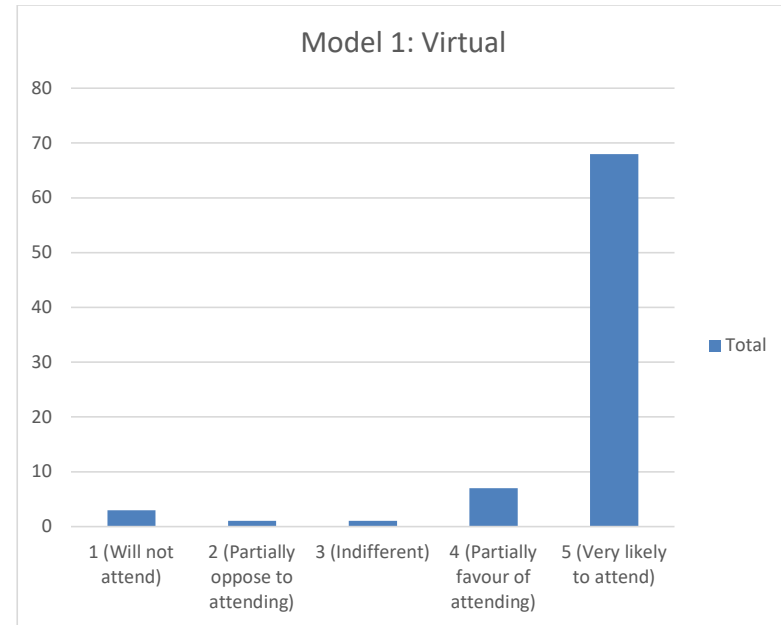


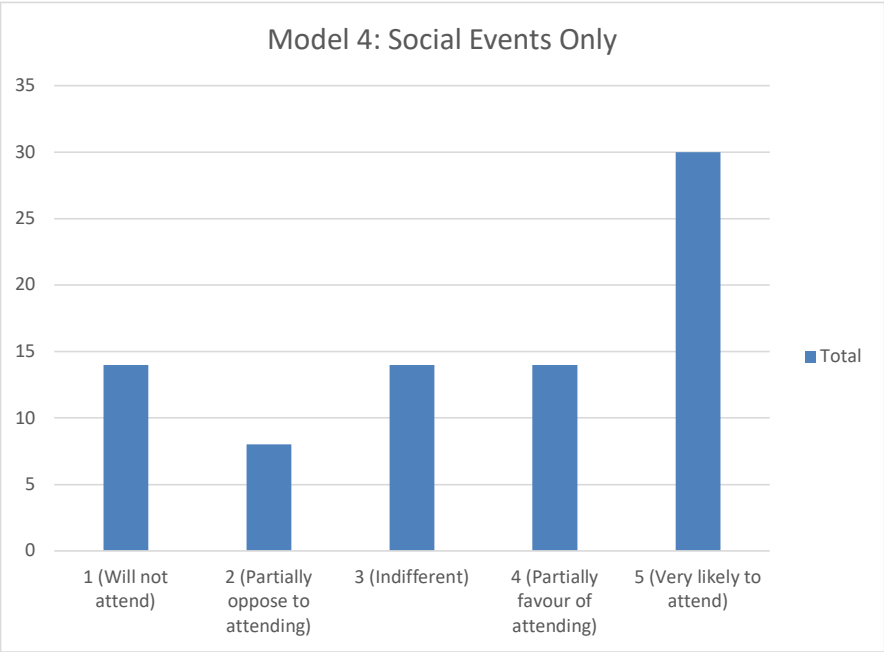
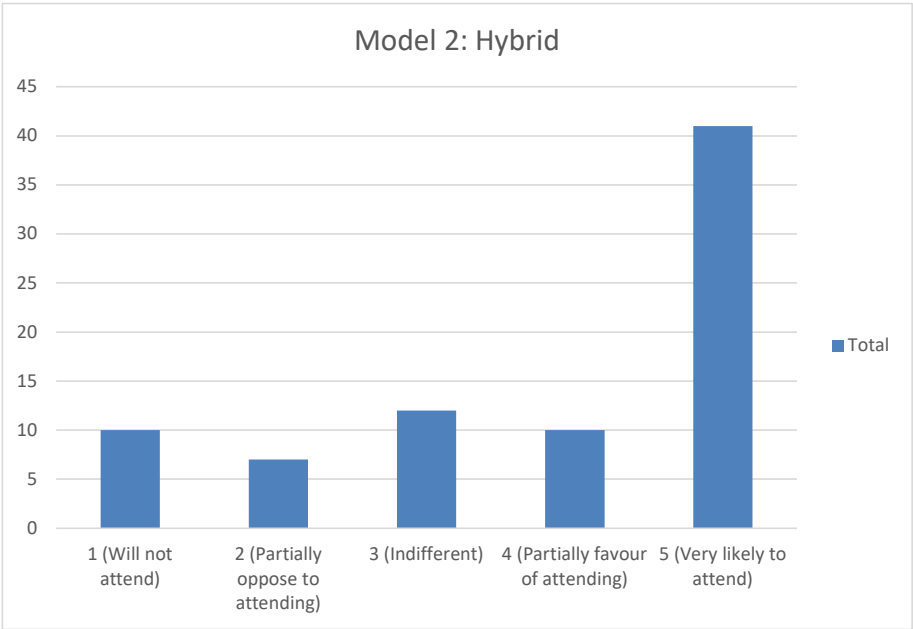
Model 1: Virtual	
1 (Will not attend)	3
2 (Partially oppose to attending)	1
3 (Indifferent)	1
4 (Partially favour of attending)	7
5 (Very likely to attend)	69
Grand Total	81

Model 2: Hybrid	
1 (Will not attend)	10
2 (Partially oppose to attending)	7
3 (Indifferent)	12
4 (Partially favour of attending)	10
5 (Very likely to attend)	42
Grand Total	81

Model 3: Senate-Inspired	
1 (Will not attend)	26
2 (Partially oppose to attending)	21
3 (Indifferent)	12
4 (Partially favour of attending)	8
5 (Very likely to attend)	13
Grand Total	81

Count of Model 4: Social Events Only	
1 (Will not attend)	14
2 (Partially oppose to attending)	8
3 (Indifferent)	14
4 (Partially favour of attending)	14
5 (Very likely to attend)	30
Grand Total	81





Qualitative Feedback
Virtual Meetings
virtual meetings make it possible for a wider range of people to attend and also is far more accessible - accessibility
Virtual and hybrid events allow the greatest flexibility and show responsiveness to diverse needs and preferences. I would be more likely to attend a virtual meeting than make a special trip to campus.
There is sufficient room for relationship-building and collegial exchange with one in-person meeting. In general, meetings should be virtual, imo, as they make collegial governance less burdensome.
On sabbatical this year
Likely to attend when I can dial in by phone/attending remotely.
The NUMBER/QUANTITY of people attending these meetings will be considerably greater if you hold the meetings virtually because convenience is a major issue in peoples' decision-making. Honestly, the barn door is already open and it is foolish to try to go back at this point - you will get less involvement as people will be less inclined to join any type of administrative meeting that will increasingly be viewed as burdensome if you have to attend in person, Colleagues have been finding that hybrid events provide sub-par experiences for both online and in-person attendees and raise equity concerns in terms of leading to differential treatment between those attending in-person and those online. Best to have everyone attend using the same mode and due to our busy faculty schedules to maximize engagement/attendance by holding faculty council online only as we have been during the pandemic. This mode has shown that in times of high need (during the pandemic and possibly in the future for other
A few points -1) I think that universal design should be an essential principle in these discussions. There are issues around disability as well as housing affordability (many can't afford to live near York), among other aspects of universal design. I noticed in one meeting I was at in my department that a person was on site but also had their laptop open and they were simultaneously in the Zoom meeting room as well - meaning signed in by their personal Zoom account. Perhaps that is another possible dimension of universal design??? Not sure, but thought I'd share the idea in any event. 2) The BBC online had a good article that underscores the importance of proceeding in a manner that allows the work to get done optimally, rather than simply privileging physical presence. https://www.bbc.com/worklife/article/20230907-the-workplace-attendance-requirement-still-plaguing-workers . If we can make a great experience for both on site and remote simultaneously, I think that would be the best way to
I think the better question to ask here was - do faculty want to return to some or all meetings in person? And my sense is from department meetings and other committee meetings is that there is a strong preference for an on-line option. Continue to ensure these meetings available on-line, and attendance will be much better.
I have time conflicts most times anyhow.
Virtual LA&PS Council meetings are more convenient for everyone regardless of where they may be in the world.Face-to-face meetings should be reserved for small committee meetings where social distancing can be
I see no reason to make these meetings not at least have the option to attend virtually, forcing in person
The right to attend virtually should not be taken away. Colleagues don't attend in person because of high workload, disability, sickness, equity issues, living far from campus, family issues and many other very legitimate reasons. These who could attend in-person are privileged members of York community (seniority, class, race, gender, ability
Prefer virtual meetings and believe they will promote increased attendance and ensuring quorum.
I probably won't attend in-person meetings because of environmental allergies and hearing difficulties. These are accommodated easily through virtual meeting, but until the room is equipped with better microphones, it's difficult to hear. And even better equipment doesn't solve the environmental allergy because the room is carpeted.
Access is so much better when it's virtual -- and that's more democratic and inclusive.
Strongly in favour of fully online. Hybrid meetings are always less engaging for online attendees than fully online, and complicated and confusing for in-person attendees.
Covid numbers are going up again, so online is a more safe and sustainable solution this year.
I would be attending virtually.
I would be unable to attend in person meetings.

Hybrid Meetings

My strong preference would be for hybrid meetings, difficult as they are. If this is not possible, I would opt for all I would still keep some form of zoom meeting. they work well and you can see and hear the speakers well although it removes the social element which the LA&PS should try to provide for some other way.

Thank you for the opportunity of providing feedback.

I think hybrid is the best approach to accommodate as many as possible. I would favour in person, myself, but would use Zoom on days when traveling to campus is not possible. Thank you for organizing this poll.

In-Person for Social Events

I would still keep some form of zoom meeting. they work well and you can see and hear the speakers well although it removes the social element which the LA&PS should try to provide for some other way.

Thank you for the opportunity of providing feedback.

I like having options for attending meetings either virtually or in person. I do though think social events should be

In-Person Meetings

Except when I am on sabbatical or otherwise unable to attend council, I will attend regularly, regardless of the format. My preference, however, is for in-person meetings only. I am new to LAPS (having moved from Science in 2019) and would like the opportunity to socialize with my new colleagues - something which is unwieldy (at best) in a virtual environment.

I will add that this survey is confusing, as the responses are inconsistent: one answer solicits opinion ("partially oppose"), while another answer within the same question solicits behaviour ("very likely to attend").

In other words: I am completely opposed to virtual meetings. But my opinion on this matter will not prevent me

My preferences are largely based on my online teaching schedule, which conflicts with the faculty council schedule.

In future years, I would be more likely to attend in person

While I will attend regardless, my preference is for in person or alternating in person and virtual as currently is the

**Committee on Curriculum, Curricular Policy and Standards (CCPS)
Consent Agenda**

November 2023

ITEMS FOR INFORMATION (26):

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the following proposals:

New Course Proposals

AP/ANTH 2222 6.00 From Settler Colonialism to Multiculturalism: An Anthropological Approach, Study Away
AP/CRIM 3661 3.00 Global Private Security Industry
AP/CRIM 3668 3.00 Transitional Justice and Development
AP/CMDS 3640 3.00 Applied Media Ethics: Social Media and PR
AP/CMDS 3650 3.00 Researching Digital Communities
AP/CMDS 3655 3.00 Critical Approaches to Data Analysis and Visualization
AP/CMDS 3660 3.00 PR, Corporate Spin and Consumer Culture
AP/CMDS 3663 3.00 Viral Outrage & Public Relations
AP/CMDS 3667 3.00 Algorithms, Content Feeds and Public Relations
AP/CMDS 3670 3.00 Visual Messaging and Communication
AP/CMDS 3671 3.00 Digital Storytelling for Social Change
AP/CMDS 4673 3.00 Infrastructures of Social Media
AP/GWST 4529 3.00 What Lives On? Feminist Approaches to Memory Studies
AP/PRWR 2009 3.00 Publishing Science-Fiction & Fantasy
AP/PRWR 2010 3.00 Writing and Artificial Intelligence

Change to Existing Course Proposals

AP/SOSC 3376 3.00 Legal Pluralism
AP/SOSC 4140 6.00 Health and Society Seminar
AP/SOSC 4144 6.00 Engaging Health in the Community: Advanced Health Research in the Field
AP/SOSC 3516 3.00 The Subaltern in Focus
AP/SOSC 4230 / SOSC 3243 3.00 Who Cares? Unpaid Labour and Social Reproduction
AP/SOSC 4260 3.00 Global Living Wage Movements

Minor Change to an Existing Degree or Certificate Proposals

Criminology Program

Proposed modification: The Department of Social Science has proposed adding new third-year courses AP/CRIM 3661 3.00 Global Private Security Industry and AP/CRIM 3668 3.00 Transitional Justice and Development to the Criminology Program's offerings. These courses will provide Criminology students with a greater variety of options for their third year, while also providing different topics – private security and transitional justice – that are currently not examined in depth in existing third-year courses.

Interdisciplinary Social Science Program

Proposed modification: The Interdisciplinary Social Science program (ISS) is proposing to add 3.00 credit version of an existing 3000-level SOSC course to the core list of ISS courses in the Academic Calendar. The existing offering is AP/SOSC 3516 6.00, Subjectivities of the Subaltern. This proposal would add the AP/SOSC 3516 3.00 Subjectivities of the Subaltern to the Academic Calendar.

Jewish Studies Program

Proposed modification: The Department of Humanities has proposed adding the existing course AP/HIST 2110 6.00 The Ancient Near East to the list of courses to be counted towards the Jewish Studies Program requirements. As this change reflects more accurately the courses currently required for a Jewish Studies degree, adding this course to the list makes the list of required courses complete and accurate. This course is required to prepare students to meet the program learning outcome, as it is one of the courses that covers one of the categories of courses (Antiquity to the Middle Ages) students must take to complete their degree.

Work and Labour Studies Program

Proposed modification: The Department of Social Science has proposed changing the course AP/SOSC 4230 3.00 Who Cares? Unpaid Labour and Social Reproduction from a fourth- to a third-year course (from AP/SOSC 4230 3.00 to AP/SOSC 3243 3.00). This will require an update to the Academic Calendar as the fourth-year course is listed on the extended course list. AP/SOSC 3243 3.00 will introduce themes in the Work and Labour Studies Program earlier and allow a wider body of (non-honours) students access to this course.

Work and Labour Studies Program

Proposed modification: The Department of Social Science has also proposed changing the course AP/SOSC 4260 3.00 Global Living Wage Movements from a 6.00 credit course to a 3.00 credit course to allow the Work and Labour Studies Program to offer a wider variety of courses throughout the year. The course aims to offer students an opportunity to deepen and extend the study of low-paid work and struggles for living wages briefly introduced in second year in the form of a compressed third-year level course.

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Secretary to the Committee (apccps@yorku.ca) if you have any questions regarding the changes to existing courses section.

Memorandum

FACULTY OF
LIBERAL ARTS
&
PROFESSIONAL
STUDIES

Office of the
Dean

Sean Kheraj
Vice Dean &
Associate Dean,
Programs

S909 South Ross
4700 KEELE ST.
TORONTO ON
CANADA M3J
1P3

adprog@yorku.ca
yorku.ca

To: **Chairs, Directors, Undergraduate Program Directors, and Graduate Program Directors**

From: Sean Kheraj, Vice Dean & Associate Dean Programs, LA&PS

Date: December 14, 2021

Subject: Guidance regarding changes to mode of delivery for 2022-23

The Office of the Vice-Provost Academic has advised the Faculties that beginning in Fall 2022, normal governance processes and oversight for altering the mode of delivery of undergraduate and graduate courses and/or programs will resume and we will no longer be operating under the University's Emergency Response Plan and the Senate Policy on the Academic Implications of Disruptions. As the attached memo from the Vice-Provost Academic notes, "course and program delivery will then revert to the mode that was approved prior to the pandemic." This memo also outlines the processes by which changes to the mode of delivery of a course or a program should proceed.

- Change in mode of delivery for existing courses: minor modification
- Change in the mode of delivery for programs: major modification

The return to normal governance processes has implications for our plans for alternate mode courses for Fall/Winter 2022-23. **Any undergraduate and graduate courses that were not previously offered in alternate modes prior to disruption from the COVID-19 pandemic in 2020 will require curricular approval for a Change to Existing Course from both the academic unit and the Faculty.** Courses that were offered in alternate modes prior to 2020 do not require such approvals.

We understand that the return to these governance processes will require units to re-engage with curricular approval processes. The Office of the Dean of the Faculty of Liberal Arts & Professional Studies will support units with these processes and this memo outlines some guidance on how to proceed with proposing a change to the mode of delivery for a course.

I have also attached a copy of my September 28, 2021 memo with guidance on course planning for 2022-23 as a reminder. You will recall that I outlined the planning principles for alternate mode courses and communicated the following advice:



In planning alternate mode course offerings, we advise units to plan no more than 15% of courses to be offered in alternate modes. This would ensure robust course offerings in alternate modes while retaining the primary programming in ordinary modes of delivery. This approach is also consistent with the approved curriculum in most of our programs. It is important to note that making significant changes to the mode of delivery for an approved program is considered a major modification and requires approval through our institutional governance processes.

How to propose a change to the mode of delivery for a course

To help manage the volume of proposals we will prioritize proposals in the following order:

- Courses that units intend to offer in alternate modes starting in September 2022 (F and Y terms)
- Courses that units intend to offer in alternate modes starting in January 2023 (W term)

To make a change to the mode of delivery for an existing course in units that are not currently working directly with the Curriculum Management System (Kuali), proponents need to submit a [Change to Existing Course proposal form](#) (undergraduate) or [Change to Existing Course proposal form](#) (graduate). **Proposals must first have unit-level curriculum approval.** Once a unit has approved the proposed change, it should be submitted online via the [LA&PS Curriculum Toolkit](#) as a minor modification.

Proponents should:

- Complete all relevant sections of the CEC form.
- For a change to the mode of delivery, select “Other” under “Type of Change” and write in “Mode of Delivery.”

For academic units that are currently working directly in the [Curriculum Management System \(Kuali\)](#), proponents should:

- Select the desired new modes of delivery under “Course Design”
- Complete the rationale section

Under “Academic Rationale,” proponents should describe the change and explain the rationale for the proposed change. To add the option to offer a course in an alternate mode (in addition to the standard in-person option), proponents can use the following suggested descriptions:

- This is a change to the mode of delivery to add the following modes [choose among]:
 - Fully Online – fully asynchronous
 - Fully Online – fully synchronous

- Fully Online – asynchronous and synchronous elements
- Blended Online and Classroom (Please note that, at this time, ‘blended’ retains its pre-COVID definition, which can be found in York’s common eLearning language document)

The Academic Rationale should also include:

- A pedagogical or access rationale to explain the proposed change
- An explanation of how the course will be adapted to the alternate mode and the suitability of the technological platform
- An explanation of how learning outcomes will be maintained in alternate modes
- An explanation of how academic honesty will be maintained in alternate modes

For further support with the process of proposing changes to the mode of delivery for courses for 2022-23, units can contact Vice Dean, Sean Kheraj at adprog@yorku.ca. For specific matters related to the CEC form and Curriculum Management System for undergraduate courses, contact Associate Director, Faculty Curriculum, Kathryn Doyle at doyleka@yorku.ca. For graduate courses, contact Manager, Graduate Studies, Lindsay Gonder at lgonder@yorku.ca.

Any units that need significant support in developing the academic rationales for their proposed changes to the mode of delivery for courses should contact Associate Dean, Teaching and Learning, Anita Lam at adtl@yorku.ca.

Memorandum

FACULTY OF
LIBERAL ARTS
&
PROFESSIONAL
STUDIES

Office of the
Dean

Sean Kheraj
Associate Dean,
Programs

S909 South Ross
4700 KEELE ST.
TORONTO ON
CANADA M3J
1P3

adprog@yorku.ca
yorku.ca

To: **Chairs, Directors, Undergraduate Program Directors, and Graduate Program Directors**

From: Sean Kheraj, Associate Dean, Programs, LA&PS

Date: September 28, 2021

Subject: Guidance for Course Planning, 2022-23

As we start the annual course planning exercise for the 2022-23 academic year, I wanted to share some guidance concerning planning assumptions and alternate modes of course delivery.

In course planning for 2022-23, units should first assume normal campus operations and scheduling will be in effect. Therefore, planning should be based on ordinary (non-emergency) operations and modes of delivery for your curriculum. In assessing student demand and FCE allotments, we will review course fill rates from the past two academic years and try to take into account any irregular enrolment patterns.

Outside of emergency operations, the ordinary mode of instruction for courses at York University is in-person and our Faculty offers a range of modes of delivery (LECT, TUTOR, SEMR, LGLC, etc...). Online and blended courses are considered alternate modes of delivery. We currently offer three such alternate modes of delivery:

- ONLN: fully online with no designated meeting times offered mainly as an asynchronous format
- REMT: fully online with designated scheduled meeting times for a mainly synchronous format
- BLEN: mixed online and in-person that can include both asynchronous and synchronous formats

Prior to the COVID-19 pandemic, LA&PS programs offered relatively few online and blended courses. And in 2021, the Office of the University Registrar added remote courses as a new designation. In the 2022-23 academic year, programs may want to expand their alternate mode course offerings to take advantage of the lessons and experiences of emergency teaching during the pandemic. Such course offerings may meet a variety of student needs and pedagogical objectives of our programs.

In planning alternate mode course offerings, we advise units to plan no more than 15% of courses to be offered in alternate modes. This would ensure robust course



offerings in alternate modes while retaining the primary programming in ordinary modes of delivery. This approach is also consistent with the approved curriculum in most of our programs. It is important to note that making significant changes to the mode of delivery for an approved program is considered a major modification and requires approval through our institutional governance processes.

In planning alternate mode course offerings, we advise units to use the following steps and take into account both pedagogical and practical considerations:

Step 1: Needs Assessment

Consider student needs and preferences when assessing whether to offer an alternate mode course. In what ways does an alternate mode course offering meet the pedagogical needs of students? Is an alternate mode format suitable to meet course learning outcomes? Does the technology of an alternate mode format facilitate better student learning conditions? What courses in your program are not suitable for alternate mode delivery?

There are practical considerations for the needs of your program. Will alternate mode courses increase or decrease the available seats in your program? What effects will alternate mode courses have on your enrolments and student retention? Have you balanced your alternate mode course offerings across year levels, time of day or day of the week? What is the best term to offer alternate mode courses?

Keep in mind that demand for alternate mode courses has traditionally been highest in the summer terms. Alternate mode courses also tend to have high drop rates that can affect a program's overall student retention.

Step 2: Program Goals and Priorities

As you plan the mix of alternate mode courses for your program, please consider what ways online learning can influence the goals of your program, particularly the program learning outcomes. How might online learning contribute to the achievement of broader program learning outcomes?

In terms of practical considerations of the goals and priorities of your programs, units should think about how alternate mode courses fit within the structure of degree requirements (pre-requisites, core courses, electives). How do your alternate mode courses impact other courses in your program and a student's degree progress?

Step 3: Implementation

To achieve the pedagogical goals of a program and course, units should consider what technologies to use and methods of delivery in an alternate mode course. Are learning outcomes best achieved through synchronous or asynchronous instruction? What role (if any) will video or audio play in achieving course learning outcomes? What digital

tools will best help your students to engage with course content? What digital tools will best help your students to engage with instructors and each other?

Practical considerations include the available and appropriate technologies. What tools are available to your instructors? Do all the tools and technologies used in your alternate mode courses comply with university policies concerning data security and privacy?

Step 4: Evaluation and Feedback

Units should evaluate the effectiveness of alternate mode delivery of courses in their programs. Did alternate mode delivery improve student success? How did the alternate mode format influence student outcomes? Were enrolments adequate? Did the course have an abnormal drop rate? What effects did online instruction have on academic honesty?

If you have any questions or issues you wish to discuss concerning course planning for the 2022-23 academic year, please contact Associate Dean, Kheraj at adprog@yorku.ca.

Graduate Committee Consent Agenda

November 2023

ITEMS FOR INFORMATION (6):

The Graduate Committee recommends that Council approve the following proposals:

New Course Proposals

GS/EN 6445 3.00 Nineteenth-century British fiction and the print media archive

GS/EN 6625 3.00 The Crisis of Love: Twenty-First Century Fiction

GS/ITEC 6340 3.00 Cyber Threat Intelligence and Adversarial Risk Analysis

Change to Existing Course Proposals

GS/DEMS 5051 3.00 Research Design and Qualitative Research Methods

GS/DEMS 5052 3.00 Research Design and Quantitative Methods

GS/POLS 6021 3.00 French Post-Marxism and Radical Democratic Theory

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Graduate Manager (lgonder@yorku.ca) if you have any questions regarding the changes to existing courses section.

Graduate Committee

November 2023

ITEMS FOR ACTION (3):

The Graduate Committee and the Academic Policy and Planning Committee recommend that Council approve the following curricular proposals:

Major Modification: Graduate Program in History: Addition of Field - Indigenous History and Renaming of Two Fields

The Department of History has proposed 1) the introduction of a new field in “Indigenous History”; 2) a renaming of the field of “East Asian History” to “Asian History”; 3) the amalgamation of the British and European fields into a single field to be called “European History.” The renaming of the field of East Asian History to Asian History is expected to broaden the Program’s appeal to York’s diverse student body, many of whom have social, cultural, and linguistic ties to regions throughout Asia not currently supported by the program.

Academic Rationale: These changes are intended to update and modernize the program at both the MA and PhD levels. The York University Strategic Research Plan: 2018-2023, Towards New Heights, identified five compelling opportunities for leadership and recognition through strategic investment in more focused collaborative activities. The new field of Indigenous History and the renamed and reorganized fields of Asia and European History will contribute to these opportunities in several ways. This modification proposal also responds to a need for more formally trained Indigenous historians, especially at the PhD level. The new field of Indigenous History would also contribute to “Public Engagement for a Just and Sustainable World” through community engaged research with Indigenous communities. The proponent has also conducted surveys with students suggesting that those with specializations in Indigenous history have experienced persistent labor market demand for their skills and specializations. Asian history is also considered to be a field of persistent and growing demand. The proposed renamed fields of Asian History and European History would contribute to these opportunities by supporting research into the intersecting vectors and socio-cultural structures of race, gender, sexuality, nationality, ability, and colonialism within Asian and its diasporic communities, and within European history, including the history of Modern Britain.

Major Modification: Graduate Program in Humanities: Change of Field - Humanities Perspectives on Social Justice

The Graduate Program in Humanities is proposing the addition of a new field: Field 3: Humanities Perspectives on Social Justice. Areas of particular interest include intersectional approaches to culture and media justice, Indigenous studies, critical race theory, engaging anti-blackness, anti-Semitism, and Islamophobia, and social justice approaches to digital and natural environments. There will be no major impact on the existing program. Many of the faculty and the courses offered will be offered under the new field.

Academic Rationale: This field explores the contributions interdisciplinary Humanities scholarship and research make to critical understandings of the cultural, socio-historical, political, economic, and ethical contexts of social justice, which are based on the promotion of equality and equity between communities and social groups. Through the lens of broadly constituted Humanities approaches, students explore power relations, resistance, protest and solidarity. Both this field and the Critical Childhood and Youth Studies field (see below) replace a field removed from the program last year, Cultures, Technologies and Sciences of the Modern. The proposed modification is expected to align curriculum more closely with current faculty and recent hiring patterns.

Major Modification: Graduate Program in Humanities: Change of Field - Critical Childhood and Youth Studies

The Graduate Program in Humanities has also proposed the addition of Field 4: Critical Childhood and Youth Studies. Areas of scholarship include cultures of children and young people in the majority and minority worlds; children's and young people's cultural production and consumption; and historical and contemporary children's and young adult literature.

Academic Rationale: This field explores diverse understandings of childhood and youth across cultures, geographies, and histories and approaches cultural texts – written, oral and visual – by, for and about children and youth – from a robust range of multidisciplinary perspectives. The proposed stream foregrounds research exploring young people's lives and unique cultures in a multitude of ways, including addressing children and young people's pursuits of social justice, human rights, and cultural expression and self-representation. The stream draws on a range of analytical perspectives including rights-based perspectives, social construction, intersectionality, and sub-cultural theory. Students will have an opportunity to develop qualitative research skills including participatory research methods and textual analysis. This field also replaces the Cultures, Technologies and Sciences of the Modern removed last year. No major impact on the existing program is expected. This modification is also intended to align curriculum more closely with current faculty and recent hiring patterns.

Major Modifications Proposal

Faculty: Faculty of Graduate Studies, Faculty of Liberal Arts and Professional Studies

Department: History

Program: Graduate Program in History (GPH)

Degree Designation: MA and PhD

Type of Modification:

Changes to existing fields (British, European, and East Asian), elimination of a field (British), and the creation of new fields (Indigenous and Asian)

Location:

Keele

Effective Date: Fall 2023 or as soon as possible

Overview

1. Provide a brief summary of the proposed changes to the program.

The GPH is proposing a series of changes to our existing fields of study to update and modernize our program at both the MA & PhD levels. We are proposing 1) the introduction of a new field in “Indigenous History”; 2) a renaming of the field of “East Asian History” to “Asian History”; 3) the amalgamation of the British and European fields into a single field to be called “European History.”

2. Provide the rationale for the proposed changes.

In line with the *Indigenous Framework for York University: A Guide to Action* and as a response to the TRC calls to action, there is an institutional and societal-level urgency to formally add the field of Indigenous History (first proposed by the GHP in 2014) to the GPH. Moreover, our society needs more formally trained Indigenous historians, especially at the PhD level. As the external reviewers stated during the Program’s 2021 Cyclical Review, “In this post-TRC era, we cannot stress enough the importance of training future Indigenous historians.” We have also conducted surveys with our students suggesting that those with specializations in Indigenous history have experienced persistent labor market demand for their skills and specializations.

On a societal level, the renaming of the field of East Asian History to Asian History should broaden the Program’s appeal to York’s diverse student body, many of whom have social, cultural, and linguistic ties to regions throughout Asia not currently supported by the program, i.e. South Asia. Asia also remains a critically important region of the world and the need for skilled experts in the region’s complex histories will likely only continue to grow for the foreseeable future. Given the relatively small number of

students within the Program who have worked on topics in this area in the past, we will have to conduct future studies to determine the labor market needs for students in this field, but I will note that the *American Historical Association's* "Where Historians Work" project and other publications have continually found Asian history to be a field of persistent and growing demand.

The labor market justification for the amalgamation of British and European history is particularly strong. Vanishingly few professorial jobs in North America seek candidates who specialize specifically in British history. Rather, faculties seeking professors to teach and research in British history tend to include those searches within broader calls for European historians with a specialization in British history. For instance, the *American Historical Association's* "Where Historians Work" project no longer collects data on specifically British historians but rather categorizes these positions under the heading of "European History" or "Global History." These proposed changes, then, align our program with the standards of the today's labor market.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.¹

The York University Strategic Research Plan: 2018-2023, *Towards New Heights*, identified five compelling opportunities for leadership and recognition through strategic investment in more focused collaborative activities. The new field of Indigenous History and the renamed and reorganized fields of Asia and European History will contribute to these opportunities in several ways.

The new field of Indigenous History would contribute to "Indigenous Futurities" through the research conducted by graduate faculty and students associated with the field. Indeed, history is at the core of reconciliation as our understanding of the past provides the way forward to healing Canada's colonial wounds. The field would also contribute broadly to the reforms called for in the *Indigenous Framework for York University: A Guide to Action*.

The new field of Indigenous History would also contribute to "Public Engagement for a Just and Sustainable World" through community engaged research with Indigenous communities. The renamed fields of Asian History and European History would contribute to these opportunities by supporting research into the intersecting vectors and socio-cultural structures of race, gender, sexuality, nationality, ability, and colonialism within Asian and its diasporic communities, and within European history, including the history of modern Britain.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

There are three proposed major changes to the program, all of which relate to the fields of study: 1) the introduction of a new field in "Indigenous History"; 2) a renaming of the field of "East Asian History" to

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

“Asian History”; 3) the amalgamation of the British and European fields into a single field to be called “European History.”

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.² Identify and map how these Learning Outcomes meet Ontario’s [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

Not applicable. These modifications relate to a student’s fields of study, which have no bearing on their required courses and only arise during their comprehensive examination. As a result, these modifications have no impact on the programs’ learning objective and will continue to support PLO 1, PLO 2, PLO 4, and PLO 5. There are no additional courses or degree requirements associated with these changes.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

Not applicable. The Program Learning Outcomes already support and accommodate the existence of fields such as Indigenous History and Asian History while European History has been a long-established field. The proposed modifications will continue to support the achievement of our Program Learning Outcomes in the same way and at the same level as before. The proposed changes will simply allow students to explore programs of study in new fields of inquiry and examination.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

Not applicable. The Program Learning Outcomes will continue to be assessed and documented in the normal order of things through coursework, comprehensive examinations (PhD), and the completion and defence of a dissertation/MRP.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable. The proposed major changes do not include any changes to our admission requirements.

Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario’s [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

Not applicable. The proposed major changes do not include a revision to mode(s) of delivery.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

Not applicable. The proposed major changes do not include changes to assessment.

Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The Program has a long-standing research strength in Indigenous History and over the last two decades, a significant number of scholars who teach Indigenous history in the Americas have been hired at York University. They have been teaching a variety of courses in the Graduate History Program, and have attracted a number of graduate students, both Indigenous and non-Indigenous. Five faculty members in the Graduate Program have Indigenous History as their main focus of research (B. Cothran, A. Durston, B. Lawrence, C. Podruchny, and W. Wicken) and two have Indigenous History as a secondary research focus (J. Bonnell and D. Koffman). The LA&PS Department has also recently hired A. Corbiere, an expert in Indigenous History, who should be joining the graduate faculty in the near future.

The Program also has a long-standing research strength in Asian History. Two faculty members in the Graduate Program have Chinese History as their specialization (J. Fogel and J. Judge) and one specializes in Korean History (J. Kim). The LA&PS Department of History recently completed a search for a specialist in South Asian History, which resulted in the appointment of Dr. Rukmini Barua, effective July 1, 2023. Dr. Barua's first monograph *In the Shadow of the Mill: Workers' Neighbourhoods in Ahmedabad, 1920s to 2000s* was published by Cambridge University Press in June 2022 and we anticipate appointment her to the graduate faculty shortly after she joins the faculty. Finally, by expanding the field of East Asian History to encompass all of Asia, the GPH's fields of study would align more closely with the scope and mandate of the York Centre for Asian Research (YCAR) and its Graduate Diploma in Asian Studies (GDAS).

Historically, the Program has had a long-standing research strength in British History. However, due to retirements and the decision not to authorize new lines in the field of British History, we currently have only a single faculty member with a sole specialization in British History (S. Brooke) and three faculty

members with aligned interests (B. Lightman, K. Anderson, and W. Jenkins). The amalgamation of the two fields would remove the pressing need for a new hire in the field of British History.

Consultation

- 12.** Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

On November 30, 2022, I consulted with Victor Shea, GPD Humanities, David Cecchetto, GPD Social & Political Thought, W. Steven Tufts, GPD Geography, Deborah McGregor, Director, Centre of Indigenous Knowledges & Languages (CILK), Sean Hillier and Brock Pitawanakwat, Associate Directors of CILK, Shubhra Gururani, Director, York Centre for Asian Research (YCAR), and Radhika Mongia, Associate Director (YCAR).

Professor Shubhra Gururani responded and offered their “full support for the changes” and welcomed the initiative to broaden and rename the field of East Asia History to Asian History noting, “This is a much-needed revision and with the upcoming South Asian historian hire, it will certainly contribute to and strengthen the Graduate Diploma in Asian Studies that YCAR offers.”

Victor Shea, GPD Humanities, forwarded our proposal to “faculty in the indigenous studies program” for their feedback and responded positively within a few days noting that “The Graduate Program in Humanities fully supports this initiative by the program in History. The rationale for the changes is sound.” Alicia Filipowich, Coordinator, York Centre for Asian Research, forwarded the proposal to Professor Wendy Siuyi Wong, Department of Design, and she also responded with enthusiasm, especially for the field of Asian history noting that she is exploring a similar initiative at the undergraduate level in AMDP. This is in contrast to Steven Tufts, GPD Geography, who responded with no objections to the initiative, but did caution that the category of 'Asian Studies' is contested by some at York, with those believing the lumping together of a vast number of people and a vast geography creates erasures. We appreciate drawing the program’s attention to this concern. In response, I would say that our program currently “erases” a vast number of people in Asia by not providing a framework for studying their history. By expanding the field of East Asian history to include all of Asia, we are creating a framework for individualized plans of study, which can be specialized in various sub-regions of the Asian continent without the need to necessarily study the entire region.

At the time of submission, I received no additional feedback.

- 13.** Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

Current graduate students and recent graduates were surveyed regarding these and other envisioned changes to the program during the recently cyclical review process. Students currently enrolled in the program will not be affected in any negative way by these changes. Beginning in fall 2023, there will be a

two-year transition period. Students admitted in fall 2023 will be the last cohort to be offered the current fields of specialization but once these changes are approved, they will have the option of pursuing their program of study in either the exiting fields or in the new/reorganized fields. Students admitted in fall of 2024 will be extended the same accommodation unless the updated fields are approved prior to the beginning of the admission cycle in winter 2023/4. Beginning with the class admitted in fall 2025, the new requirements will be fully implemented.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

Appendix A: A side-by-side comparison of Graduate Calendar

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Overview The doctoral program has three principal components:</p> <ol style="list-style-type: none"> 1) course requirements, usually completed in PhD 1; 2) demonstration of breadth of knowledge in two fields of historical scholarship through comprehensive examinations normally completed during PhD 2; and, 3) researching and writing a doctoral dissertation that demonstrates independence, originality, and an ability to contribute to historical knowledge at an advanced level of investigation, and an oral defence of the dissertation. <p>Courses Students must complete 18 credits of graduate-level coursework (5000/6000 levels). Normally this is done by taking 9 credits in each of Fall and Winter Terms of PhD 1. With approval of the Graduate Program Director, up to 6 credits may be taken in another York graduate program. Course selection is done in consultation with the Graduate Program Director and the supervisor with attention to preparing fields for the comprehensive examination.</p> <p>Comprehensive Examination</p> <ol style="list-style-type: none"> a) To assure both breadth and background in preparation for the dissertation, students must demonstrate knowledge of two distinct fields selected from each of the program's lists (below), one geographic and one thematic. In consultation with their putative supervisor, students may choose two fields from the same list with the approval of the Graduate Program Director. b) The two fields are covered by the comprehensive examination. The specific scope of the examined fields and the reading lists is set in consultation with the supervisor and the other 	<p>Overview The doctoral program has three principal components:</p> <ol style="list-style-type: none"> 1) course requirements, usually completed in PhD 1; 2) demonstration of breadth of knowledge in two fields of historical scholarship through comprehensive examinations normally completed during PhD 2; and, 3) researching and writing a doctoral dissertation that demonstrates independence, originality, and an ability to contribute to historical knowledge at an advanced level of investigation, and an oral defence of the dissertation. <p>Courses Students must complete 18 credits of graduate-level coursework (5000/6000 levels). Normally this is done by taking 9 credits in each of Fall and Winter Terms of PhD 1. With approval of the Graduate Program Director, up to 6 credits may be taken in another York graduate program. Course selection is done in consultation with the Graduate Program Director and the supervisor with attention to preparing fields for the comprehensive examination.</p> <p>Comprehensive Examination</p> <ol style="list-style-type: none"> a) To assure both breadth and background in preparation for the dissertation, students must demonstrate knowledge of two distinct fields selected from each of the program's lists (below), one geographic and one thematic. In consultation with their putative supervisor, students may choose two fields from the same list with the approval of the Graduate Program Director. b) The two fields are covered by the comprehensive examination. The specific scope of the examined fields and the reading lists is set in consultation with the supervisor and the other

examiners, and approved by the Graduate Program Director.

As components of the comprehensive examination, normally written in August of PhD. 2, the student may submit a course syllabus or other presentation (e.g., website, exhibition plan) in lieu of a written exam in one of the two fields. Shortly after the written exam(s), there is an oral examination covering both fields and/or the special project.

Dissertation

a) A dissertation proposal (15-20 pages) on an approved topic should be completed and submitted to the program office in the next term after the passing of the comprehensive exam. The names of the dissertation committee members must be submitted at the same time.

b) Based on original research conducted while in program and incorporating critical understanding of the relevant literature, the doctoral dissertation (normally 250-350 pages) should make a significant contribution to historical knowledge.

c) The dissertation is assessed by an external examiner and then must be successfully defended at an oral examination.

Language Requirements

PhD students are expected to be able to read such languages as are necessary for their research topic. It is the responsibility of the supervisor to determine what is needed. Students working primarily in Canadian history must demonstrate a reading knowledge of French.

Fields of Study

Geographic:

Africa and the Americas, including the Caribbean
Ancient history
Britain
Canada
Comparative, Transnational and Global History

examiners, and approved by the Graduate Program Director.

As components of the comprehensive examination, normally written in August of PhD. 2, the student may submit a course syllabus or other presentation (e.g., website, exhibition plan) in lieu of a written exam in one of the two fields. Shortly after the written exam(s), there is an oral examination covering both fields and/or the special project.

Dissertation

a) A dissertation proposal (15-20 pages) on an approved topic should be completed and submitted to the program office in the next term after the passing of the comprehensive exam. The names of the dissertation committee members must be submitted at the same time.

b) Based on original research conducted while in program and incorporating critical understanding of the relevant literature, the doctoral dissertation (normally 250-350 pages) should make a significant contribution to historical knowledge.

c) The dissertation is assessed by an external examiner and then must be successfully defended at an oral examination.

Language Requirements

PhD students are expected to be able to read such languages as are necessary for their research topic. It is the responsibility of the supervisor to determine what is needed. Students working primarily in Canadian history must demonstrate a reading knowledge of French.

Fields of Study

Geographic:

Africa and the Americas, including the Caribbean
Ancient history
Britain
Canada
Comparative, Transnational and Global History

East Asia
Europe
United States

Thematic
Cultural history
Migration and ethnicity
Politics, law and the state
Sciences, health and environments
Social and economic history
Women, gender and sexualities

Program Entry

The PhD program can be completed on a full- or part-time basis. Entry is fall term.

Program Length

The PhD in History may normally be completed in five years.

PhD 1:

Fall and Winter Terms – coursework.

Summer Term – preparation for comprehensive exam, comprehensive exam.

PhD 2:

Fall Term – late in term, submission of dissertation proposal.

Spring Term – Research and writing of the dissertation.

PhD 3 – PhD. 4:

Research and writing of the dissertation.

PhD 5:

Submission of dissertation and defence.

Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies' registration policies.

East-Asia
Europe
United States

Thematic
Cultural history
Indigenous history
Migration and ethnicity
Politics, law and the state
Sciences, health and environments
Social and economic history
Women, gender and sexualities

Program Entry

The PhD program can be completed on a full- or part-time basis. Entry is fall term.

Program Length

The PhD in History may normally be completed in five years.

PhD 1:

Fall and Winter Terms – coursework.

Summer Term – preparation for comprehensive exam, comprehensive exam.

PhD 2:

Fall Term – late in term, submission of dissertation proposal.

Spring Term – Research and writing of the dissertation.

PhD 3 – PhD. 4:

Research and writing of the dissertation.

PhD 5:

Submission of dissertation and defence.

Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies' registration policies.

Appendix B: Curriculum Map

Legend: I = Introduced, D = Developed/reinforced, A = Achieved/mastered


For assessments used in each course, see the final row of this table.

Program Level Learning Outcomes	HIST 5026	The Roman Empire HIST 5038	HIST 5172 State & Society in Canada 1945- present	HIST 5190	HIST 5230	HIST 5543 Nature and	HIST 5701	HIST 5751	HIST 5752	HIST 5770	HIST 6030
1. Demonstrate a sound factual knowledge of specific fields of historical enquiry and the ways these fields have developed over time.	A	I	A	A	D	D	D/A	A	D	A	A
2. Critically evaluate historical information and arguments as presented in articles, monographs, and other textual and non-textual formats	A	D	A	A	D	A	D/A	A	A	A	A
3. Apply rigorous standards of intellectual integrity and professionalism in the process of conducting	A	D	D		D		D/A	I	A	A	A

original research.											
4. Critically interpret and utilize the diverse array of primary and secondary sources examined by historian.	A	D	D	A	D	D	D/A	I	A	A	A
5. Conceive, plan, and independently execute an original research project in a specific area/theme/period appropriate in scale to produce substantial essay (usually of 50-70 pages) for MA students or a doctoral dissertation (normally 250-350 pages) for PhD students that incorporates a critical understanding of the relevant literature and makes a significant contribution to historical knowledge.	A	I			D		D	I	I		A

6. Contribute to the body of original historical knowledge via research in archives, research libraries, digital repositories of primary sources, archaeological excavation and fieldwork, or through oral interviews.					D		D	A	A		A
7. Effectively communicate the results of their research to specialists and non-specialists, both orally and in written forms of various length.	A	D	D	A	D	D	D/A	A	A	A	A
Assessment methods used in each course: M = Midterm test(s); F = written final exam (including take-home); P = participation; SP = short paper(s)/written work (during term); RP = final research paper; Pres = presentation; OA = other assignments	OA SP Pres P RP	SP OA P RP	SP P RP Pres	SP Pres P RP OA	P SP P F	OA SP P F	SP OA Pres P	P Pres F OA	Pres OA RP P	Pres SP RP P OA	SP P RP Pres

Appendix C: Consultation and support letters

From: Boyd D. Cothran cothran@yorku.ca 
Subject: Consultation: New Field in Indigenous History, renamed field in Asian History

Date: November 30, 2022 at 4:58 PM

To: Victor Shea vshea@yorku.ca, dcecchet@yorku.ca, Deborah McGregor dmcgregor@osgoode.yorku.ca, Sean Hillier shillier@yorku.ca, Brock Pitawanakwat pitawanb@yorku.ca, tufts@yorku.ca, gururani@yorku.ca, Radhika Mongia rmongia@yorku.ca, Alicia Filipowich falicia@yorku.ca

Cc: Karen Dancy kdancy@yorku.ca

BC

Dear colleagues,

Apologies for the group email. I wanted to reach out and consult with you about the Graduate Program in History's intention to create a new field in Indigenous History, to rename our field of East Asian History to be the more expansive field of Asian History, and to amalgamate the fields of British and European History. As part of this process, we are required to file a Notice of Intent to Develop a Curriculum Proposal and to consult with other programs and/or Faculties at York University to ensure awareness of potential duplication or overlap and to encourage collaboration.

Please find attached the Notice of Intent. As you will see, these revisions to our program arise from different motivations. We initially sought to create an Indigenous History field shortly after I arrived at York in 2012 but then Dean of LAPS rejected the proposal citing resource implications. Much has changed in the last decade and we now have their support. The impetuous for the change in the field of East Asian History to Asian History is intended to bring the field more into alignment with YCAR and to accommodate new hires in the program and meet student demand. The amalgamation of the British and European fields reflect changes in the discipline of history.

I would welcome any feedback, comments, or suggestions you may have at this stage, or with an eye towards the development the full proposal following the submission of this NOI, which I intend to submit to LAPS early next week.

Thank you so very much!

All the best,
Boyd

NOI for
Indigen...ld.docx

Boyd Cothran (he / him)

Graduate Program Director

Associate Professor | Department of History | York University

2132 Vari Hall, 4700 Keele Street, Toronto, Ontario M3J 1P3 Canada | Tel. +1 (416) 736-2100 x 66959

[Website](#) | [Remembering the Modoc War](#) | [Women Warriors and National Heroes: Global Histories](#) | [Bridging Cultural Concepts of Nature](#)

From: Shubhra Gururani gururani@YORKU.CA

Subject: Re: Consultation: New Field in Indigenous History, renamed field in Asian History

Date: January 8, 2023 at 5:10 PM

To: Boyd D. Cothran cothran@yorku.ca, Victor Shea vshea@yorku.ca, David Cecchetto dcecchet@yorku.ca, Deborah McGregor dmcmgregor@osgoode.yorku.ca, Sean Hillier shillier@yorku.ca, Brock Pitawanakwat pitawanb@yorku.ca, W. Steven Tufts tufts@yorku.ca, Radhika Mongia rmongia@yorku.ca, Alicia Filipowich falicia@yorku.ca

Cc: Karen Dancy kdancy@yorku.ca

SG

Dear Boyd and colleagues,

Happy New Year to you all! I am sorry for the delay in getting back to you. I have now had a chance to review the Notice of Intent put forward by History's Graduate Program. I welcome the initiative to broaden and rename the field of East Asia History to Asian History. This is a much-needed revision and with the upcoming South Asian historian hire, it will certainly contribute to and strengthen the Graduate Diploma in Asian Studies that YCAR offers. The Diploma is very popular among students from all faculties and having more history graduate students participate will be excellent.

You have my full support for the change you have proposed to the field of Asian History. You may use this email in your submission. If you need a formal letter of consultation, please let me know.

All the best,
Shubhra

Director, [York Centre for Asian Research](#)

Associate Professor, [Anthropology](#)

YORK UNIVERSITY

KANEFF TOWER | TORONTO | ON M3J1P3 | CANADA

Recent Publications & Projects:

Principal Investigator. SSHRC Insight Grant: [Life and Death of Urban Nature in India 2022-2026](#)

[Cities in a world of villages: Agrarian Urbanism and the Making of India's Urbanizing Frontiers. *After Suburbia: Urbanization in the Twenty-First Century* 2022](#)

[Special Issue, New Terrains of Agrarian-Urban Studies: Limits and Possibilities. *Urbanisation*. Volume 6 \(1\) 2021](#)

[Special Issue, Engaging the Urban from the Periphery. *SAMA7*. Volume 26. 2021](#)

[Space and Society Review Forum 2022](#)

From: "Boyd D. Cothran" <cothran@yorku.ca>

Date: Wednesday, November 30, 2022 at 4:58 PM

To: Victor Shea <vshea@yorku.ca>, David Cecchetto <dcecchet@yorku.ca>, Deborah McGregor <dmcmgregor@osgoode.yorku.ca>, Sean Hillier <shillier@yorku.ca>, Brock Pitawanakwat <pitawanb@yorku.ca>, "W. Steven Tufts" <tufts@yorku.ca>, Shubhra Gururani <gururani@yorku.ca>, Radhika Mongia <rmongia@yorku.ca>, Alicia Filipowich <falicia@yorku.ca>

Cc: Karen Dancy <kdancy@yorku.ca>

Subject: Consultation: New Field in Indigenous History, renamed field in Asian History

From: W. Steven Tufts tufts@yorku.ca
Subject: Re: Consultation: New Field in Indigenous History, renamed field in Asian History
Date: December 1, 2022 at 8:55 AM
To: Boyd D. Cothran cothran@yorku.ca

WT

Hi Boyd,

I have run this by our Dean and Assoc Dean and I don't think there are any red flags.

I will, however, caution that the category of 'Asian Studies' is contested by some at York. The issue is the lumping together of a vast number of people and a vast geography that creates erasure. (I myself sympathize with this position, but recognize others see it differently). You should just be aware of this as it may come up.

Cheers, ST

From: Boyd D. Cothran <cothran@yorku.ca>
Sent: Wednesday, November 30, 2022 4:58 PM
To: Victor Shea <vshea@yorku.ca>; David Cecchetto <dcecchet@yorku.ca>; Deborah McGregor <dmcgregor@osgoode.yorku.ca>; Sean Hillier <shillier@yorku.ca>; Brock Pitawanakwat <pitawanb@yorku.ca>; W. Steven Tufts <tufts@yorku.ca>; Shubhra Gururani <gururani@yorku.ca>; Radhika Mongia <rmongia@yorku.ca>; Alicia Filipowich <falia@yorku.ca>
Cc: Karen Dancy <kdancy@yorku.ca>
Subject: Consultation: New Field in Indigenous History, renamed field in Asian History

Dear colleagues,

Apologies for the group email. I wanted to reach out and consult with you about the Graduate Program in History's intention to create a new field in Indigenous History, to rename our field of East Asian History to be the more expansive field of Asian History, and to amalgamate the fields of British and European History. As part of this process, we are required to file a Notice of Intent to Develop a Curriculum Proposal and to consult with other programs and/or Faculties at York University to ensure awareness of potential duplication or overlap and to encourage collaboration.

Please find attached the Notice of Intent. As you will see, these revisions to our program arise from different motivations. We initially sought to create an Indigenous History field shortly after I arrived at York in 2012 but then Dean of LAPS rejected the proposal citing resource implications. Much has changed in the last decade and we now have their support. The impetus for the change in the field of East Asian History to Asian History is intended to bring the field more into alignment with YCAR and to accommodate new hires in the program and meet student demand. The amalgamation of the British and European fields reflect changes in the discipline of history.

I would welcome any feedback, comments, or suggestions you may have at this stage, or with an eye towards the development the full proposal following the submission of this NOI, which I intend to submit to LAPS early next week.

Thank you so very much!

All the best,
Boyd

Boyd Cothran (he / him)
Graduate Program Director
Associate Professor | Department of History | York University
2132 Vari Hall, 4700 Keele Street, Toronto, Ontario M3J 1P3 Canada | Tel. +1 (416) 736-2100 x 66959
[Website](#) | [Remembering the Modoc War](#) | [Women Warriors and National Heroes: Global Histories](#) | [Bridging Cultural Concepts of Nature](#)

From: Victor Shea vshea@yorku.ca
Subject: Re: response
Date: December 15, 2022 at 9:42 AM
To: Boyd D. Cothran cothran@yorku.ca



The Graduate Program in Humanities fully supports this initiative by the program in History. The rationale for the changes is sound.

Victor Shea
GPD, Humanities

From: Boyd D. Cothran <cothran@yorku.ca>
Sent: Thursday, December 8, 2022 3:03 PM
To: Victor Shea <vshea@yorku.ca>
Subject: Re: response

Thanks Vic!

B

On Dec 8, 2022, at 3:02 PM, Victor Shea <vshea@yorku.ca> wrote:

Hi Boyd

I've sent your document to faculty in the indigenous studies program. I've received a very positive response and am awaiting one other.

Vic



From: Wendy S Wong wsywong@yorku.ca
Subject: Fwd: Consultation: New Field in Indigenous History, renamed field in Asian History
Date: December 13, 2022 at 12:25 PM
To: Boyd D. Cothran cothran@yorku.ca

Dear Boyd,

I hope you don't mind that I contacted you. Alicia forwarded your email to me when I consult her about a webpage on Asian-related undergrad programs that used to host under YCAR website. I am interested to explore a possibility to propose an undergrad Pan-AMPD (formerly Fine Arts (BFA Honors) on Asian Arts and Design program with the coming AIF Cat 1 grant. I hope this undergrad program will be able to collaborate with LAPS as well. Thus, Alicia thinks I should connect with you.

I read with great interest of your NOI and share your insight of renaming field in Asian History. Actually, my intention of exploring possibility to propose an undergrad Pan-AMPD Asian Arts and Design program was inspired by late Professor Bernard Luk, who passed away in 2016. My last lunch with him, he suggested that if Fine Arts could have a Asian Arts undergrad program, the East Asian program could offer a double major degree with Fine Arts as he sees the program could offer some art making skills to students. At that time, I surveyed all the courses offering at Fine Arts on Asian themes were less than 30 credits. Professor Luk at the time as the East Asian undergrad program coordinator worried about the declining enrolment trends. I guess that must be the situation now. Alicia told me that the South Asian undergrad program may already folded.

Reading your NOI, I think renaming field in Asian History is the right direct, not only at graduate level, but also at the undergrad level. Like the research focuses of YCAR, Asian is the overall theme. I understand that your NOI is aim at graduate level, I wonder have you consider its relationship with undergrad Asian program? My ideas for Pan-AMPD Asian Arts and Design program will be based on existing Asian themed courses within York, and to assist colleagues to propose new courses through the AIF Cat 1 Grant.

My home unit is Department of Design which I teach skill based for design profession. However, my research on Hong Kong graphic design and comic lead me to history and East Asia. I have a 4000-level course, East Asian Design History, which I hope to explore co-listing opportunity with your department in the future. Based on your NOI and my wish to explore a Pan-AMPD Asian Arts and Design undergrad program, I think some of our paths may cross and collaborate possible on developing a vision on Asian history, art and cultures education at York. I wonder is it possible for us to set up a meeting on Zoom?

I look forward to hearing from you.

Regards,

Wendy

Wendy S Wong, PhD
Professor

Department of Design
School of the Arts, Media, Performance, & Design
York University
4700 Keele Street / 4008 Dahdaleh Building
Toronto, ON, M3J 1P3 Canada

<https://wsywong.info.yorku.ca/>

Begin forwarded message:

From: Alicia Filipowich <falia@yorku.ca>
Subject: Fw: Consultation: New Field in Indigenous History, renamed field in Asian History
Date: December 9, 2022 at 11:26:34 AM EST
To: Wendy S Wong <wsywong@yorku.ca>

FYI

From: Boyd D. Cothran <cothran@yorku.ca>
Sent: November 30, 2022 16:58
To: Victor Shea <vshea@yorku.ca>; David Cecchetto <dcecchet@yorku.ca>; Deborah McGregor <dmcgregor@osgoode.yorku.ca>; Sean Hillier <shillier@yorku.ca>; Brock Pitawanakwat <pitawanb@yorku.ca>; W. Steven Tufts <tufts@yorku.ca>; Shubhra Gururani <gururani@yorku.ca>; Radhika Mongia <rmongia@yorku.ca>; Alicia Filipowich <falia@yorku.ca>
Cc: Karen Dancy <kdancy@yorku.ca>
Subject: Consultation: New Field in Indigenous History, renamed field in Asian History

Dear colleagues,

Apologies for the group email. I wanted to reach out and consult with you about the Graduate Program in History's intention to create a new field in Indigenous History, to rename our field of East Asian History to be the more expansive field of Asian History, and to amalgamate the fields of British and European History. As part of this process, we are required to file a Notice of Intent to Develop a Curriculum Proposal and to consult with other programs and/or Faculties at York University to ensure awareness of potential duplication or overlap and to encourage collaboration.

Please find attached the Notice of Intent. As you will see, these revisions to our program arise from different motivations. We initially sought to create an Indigenous History field shortly after I arrived at York in 2012 but then Dean of LAPS rejected the proposal citing resource implications. Much has changed in the last decade and we now have their support. The impetuous for the change in the field of East Asian History to Asian History is intended to bring the field more into alignment with YCAR and to accommodate new hires in the program and meet student demand. The amalgamation of the British and European fields reflect changes in the discipline of history.

I would welcome any feedback, comments, or suggestions you may have at this stage, or with an eye towards the development the full proposal following the submission of this NOI, which I intend to submit to LAPS early next week.

Thank you so very much!

All the best,
Boyd

January 24, 2023

Boyd Cothran
Graduate Program
in History

cothran@yorku.ca.ca

Dear Professor Cothran,

Re: Decanal Support for the Notice of Intention to change the existing fields in the Graduate Program in History

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to change the existing fields in the Graduate Program in History as follows:

the introduction of a new field in “Indigenous History”;
a renaming of the field of “East Asian History” to “Asian History”;
the amalgamation of the British and European fields into a single field to be called “European History.”

The NOI successfully aligns itself with the York University Research Plan (2018-2023) which identified opportunities for leadership and recognition through strategic investments in more focused collaborative activities. The research that will be conducted by faculty and students in the new of Indigenous field is at the core of reconciliation. The renamed fields of Asian History and European History would also contribute to these opportunities by supporting research into the intersecting socio-cultural histories of race, gender, sexuality, nationality, ability, and colonialism in Asia and its diasporic communities, and within European history, including the history of modern Britain.

I note that the Graduate Program in History has the resources to support the change to existing fields and is fully prepared for implementation. The proposed changes will create better alignment with current faculty research interests, as well as enabling a fulsome contribution from recent hires in the program.

In short, I support the Notice of intention to change the existing fields in the Graduate Program in History.

Sincerely,



J.J. McMurtry
Dean

cc: Lyndon Martin Vice-Provost Academic



Graduate Fields Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

The Graduate Program in Humanities is proposing the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

These fields replace a field removed from our program last year, The Cultures, Technologies and Sciences of the Modern. . Our last cyclical review strongly recommended we drop this field and replace it with something closer aligned with our current faculty and our recent hiring patterns. Furthermore, we dropped this field at the request of AD Ravi de Costa to accommodate the transfer of the Graduate Program of Science and Technology Studies to LA&PS under the umbrella of the Humanities Department.

This proposal will deal with Critical Childhood and Youth Studies; for Humanities Perspectives and Social Justice; for see the accompanying proposal.

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

Field 4: Critical Childhood and Youth Studies

This field explores diverse understandings of childhood and youth across cultures, geographies, and histories. The stream foregrounds research exploring young people's lives and unique cultures in a multitude of ways, including addressing children and young people's pursuits of social justice, human rights, and cultural expression and self-representation. The stream draws on a range of analytical perspectives including rights-based perspectives, social construction, intersectionality, and sub-cultural theory. Depending on your area of research specialization, methodologically you will be investigating the lives of children and young people using qualitative tools, participatory research methods and textual analysis.

As a part of this stream, you will explore issues of rights, culture and social development of children and young people from an interdisciplinary and multi-disciplinary perspective that draws on a multitude of fields. These include geography, sociology, cultural studies, anthropology, critical race studies, literature, digital humanities, gender and sexuality and history. Similarly, this stream approaches cultural texts – written, oral and visual – by, for and about children and youth – from this robust range of multidisciplinary perspectives.

Areas of scholarship that you can pursue as a student of this stream include cultures of children and young people in the majority and minority worlds; children's and young people's cultural production and consumption; and historical and contemporary children's and young adult literature. Graduate research on the history of children's literature in English and on minority world constructions of childhood are supported by York University Library's special collection of historical children's literature, housed in the Clara Thomas Archives and Special Collections (CTASC).

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

These field will not introduce any new admission requirements. MA:: a minimum B+ average with an Honours BA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent; PhD: a minimum B+ average with a MA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The new field will not change any of the degree requirements of the parent program: MA: three courses, one of which, HUMA 5100 6.0, is mandatory, and a MRP; PhD: three courses, one of which, Huma 6500 3.0, is mandatory, two comprehensive examinations, a dissertation proposal, a dissertation and defense.

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

See attachment.

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

See attachment.

6. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

We hope to have things in place for Fall 2023. At this point it is hard to anticipate in-take in the new field, but the interest should be high. We anticipate around 2 to 4 students initially. The department houses the well-established undergraduate program in "Children, Childhood, and Youth," which has in the area of 400 majors. There will also be interest from outside York as there are few places in Canada to offer graduate studies in the field.

7. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

There will be no major impact on the existing program. As the list of faculty submitted in the attachment indicates, there is sufficient faculty, many of them new and recent hires. Should faculty in the area be interested in developing a certificate in the area, and should there be sufficient interest, then we might increase our targets. This would not be for a couple of years after the implementation of these changes.

9. Support statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field
- from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Field 4: **Critical Childhood and Youth Studies**

Note: All these courses are housed in our program and, if the faculty member wishes, are offered at least every third year.

HUMA 6161 3.0 The Child, in Theory: Critical Constructions of Children and Youth

This course examines critical constructions of the child in a variety of critical discourses, beginning with scientific developmentalism and psychoanalysis, and moving toward more recent oppositional theories.

HUMA 6321 Digital Youth Culture

In this course, we will interrogate “children,” “youth,” “culture,” and “digital youth culture.” We will investigate intersections between constructions of “young people” and “digital culture,” paying particular attention to how young people themselves deploy current digital media as part of youth culture. What are youth doing with cell phones, digital cameras, MP3 players, computers, the Internet? How are they using instant text messaging, chat rooms, e-mail, wikis, blogs, tagging, interactive news sites, P2P file sharing (Kazaa, LimeWire, eDonkey), social networking sites (Facebook, MySpace, Bebo, studiVZ,

HUMA 6166 3.00 Crisis Comics: Human Rights and/in World Graphic Narratives

This course investigates how world graphic narratives probe the function and limits of word and image in the representation of human rights violations. The emerging field of world literature provides the critical/theoretical context for our investigations.

HUMA 6204 3.00 Holocaust Narratives: Exploring the Limits of Representation

Examines fictional and life-writing narrative representations of the Holocaust. Through close readings of a variety of texts including diaries, memoirs, novels and stories, the course looks at the place of atrocity and loss in shaping memory and writing history.

HUMA 6138 3.00

Autobiographies of/and

This course examines literary, archival and other research methods required in order fruitfully to study autobiographical writing that develops out of or in response to grad historical events of the last century. Depending on instructors' expertise, the course can focus on different historical events and

corresponding genres but the course always aims to link the two in both theoretical and practical literary-critical terms.

HUMA 6157 3.0 Comparative and World Literature Seminar: History and Practice

This seminar introduces students to the conditions of emergence and development of the discipline of Comparative Literature from its beginnings in nineteenth-century Europe to its most recent global iteration of World Literature. Students will experience how expanded understandings of cultural translation and textuality have radically altered and expanded the Eurocentric character of the discipline.

HUMA 6204 3.0 Holocaust Narratives: Exploring The Limits of Representation

This course explores a central paradox that informs Holocaust narratives: the impulse to tell and the fear that one cannot tell what occurred. Both scholars and survivors have argued that the Holocaust eludes description, that it cannot be understood by those who have not experienced it at first-hand.

HUMA 6320 3.0 The Subject in/and Culture: Subjectivity as an Issue for the Humanities

This course examines historical and contemporary theories of subjectivity and explores their importance for critical cultural analysis within the humanistic scholarly tradition. Subjectivity has been an issue of concern for social thinkers from the ancient period to the present day and theories of the subject, implicit or explicit, are foundational to virtually all forms of criticism and analysis within the humanities. Perspectives examined in the course will include American neo-pragmatism, Freudian and Lacanian psychoanalysis, French feminism, ethnomethodology, and postmodernism. Students will be encouraged to explore the particular relevance of a wide range of theoretical perspectives to various objects of critical analysis (e.g., literature, art, cinema, religious discourses and practices).

Aparna Mishra Tarc

Hi Victor. Here is my brief statement.

I am pleased to provide you with a letter of support for the proposal to create two additional fields for the Graduate Program in Humanities in the Faculty of Liberal Arts & Professional Studies. The proposed fields: Humanities Perspective on Social Justice and align closely to the priorities and principles outlined in the University Academic Plan, 2020-25. They are all responding to the great popularity of and need for these fields, based on student enrolment and interest. They are also constructed in direct response to the CPR of the program last year.

The fields do not require any additional personnel or resources, rather they reorganize the existing program to bring coherence to the work of colleagues in and associated with the Graduate program of Humanities. The courses and faculty members are appropriate to each field and will bring new synergies, collaborations and innovations to the Program. As GPD of the Graduate Program in Culture, Language and Teaching, we feel our students with humanities orientations can benefit from taking courses in these fields. I am highly supportive of the establishment of these fields which will serve as forums for thought and scholarly research for graduate students.

Aparna Mishra Tarc | Graduate Program Director
Associate Professor
Culture, Language & Teaching
Faculty of Education
York University

Hi Victor,

Thanks so much for reaching out. I have no comments or concerns about the changes you are proposing. I wish you all the best with your program revitalization.

Sincerely, Chloë

Chloë Brushwood Rose (she/they)
Graduate Program Director, Gender, Feminist & Women's Studies
Professor, Faculty of Education

Childhood

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
Kabita Chakraborty	Humanities	South Asian Youth	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Cheryl Cowdy	Humanities	Children and Youth	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Peter Cumming	Humanities	Children and Youth	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Andrea Emberly	Humanities	Ethno-musicology	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses

Alison J Halsall	Humanities	Children and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Master's Theses
Aparna Mishra Tarc	Education	Literacy	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Andrea O'Reilly	Gender, Sexuality and Women's Studies	Motherhood	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Abigail Shabtay	Humanities	Childhood and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Master's Theses

Anuppiriya Sriskandarajah	Humanities	Childhood and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Master's Theses
---------------------------	------------	---------------------	--



Letter of Recommendation for HUMA Program Changes

Dear colleagues,

I am pleased to wholeheartedly support the addition of both new fields to the Humanities Graduate Program, namely “Humanities Perspectives on Social Justice” and “Critical Childhood and Youth Studies.” These additions support ongoing improvements to the program in response to our cyclical review process, as well as to the transfer of the Science and Technology Studies program to our Department.

As faculty, my teaching and supervision will contribute to the Humanities Perspectives on Social Justice stream. This is an area that is currently in high demand with students, and I believe that demand will only grow further. Moreover, the official inclusion in this field of the graduate courses I teach (Sound Studies and Critical Posthumanism) will help to signal the courses’ aims more clearly to students who are considering enrolling in them.

In short, I am thrilled with these additions and hope they can be implemented as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "David Cecchetto".

David Cecchetto, Ph.D.
Professor, Dept. of Humanities,
Director, Graduate Program in Social and Political Thought
York University (Toronto)

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Department of
Humanities**

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 654 8636
dcecchet@yorku.ca
www.yorku.ca



April 24, 2023

Professor Victor Shea
Graduate Program
in Humanities

Email: vshea@yorku.ca

Dear Professor Shea,

Re: Decanal Support for the Notice of Intention to change the existing fields in the Graduate Program in Humanities

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to change the existing fields in the Graduate Program in Humanities as follows:

the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

The NOI successfully aligns itself with the York University Research Plan (2018-2023) in that they are progressive and champion diversity and inclusivity, encouraging social justice and equity. Additionally, the LA&PS mission statement emphasizes interdisciplinarity and these new fields will draw on several faculty from diverse academic backgrounds to forge new and innovative ways of reconceptualizing the fields.

I note that the Graduate Program in Humanities has the resources to support the change to existing fields and is fully prepared for implementation. The proposed changes will create better alignment with current faculty research interests, as well as enabling a fulsome contribution from recent hires in the program.

In short, I support the Notice of intention to change the existing fields in the Graduate Program in History.

Sincerely,



J.J. McMurtry
Dean

cc: Lyndon Martin, Vice-Provost Academic



Graduate Fields Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

The Graduate Program in Humanities is proposing the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

These fields replace a field removed from our program last year, The Cultures, Technologies and Sciences of the Modern. Our last cyclical review strongly recommended we drop this field and replace it with something closer aligned with our current faculty and our recent hiring patterns. Furthermore, we dropped this field at the request of AD Ravi de Costa to accommodate the transfer of the graduate program of Science and Technology Studies to LA&PS under the umbrella of the Humanities Department.

This proposal will deal with Humanities Perspectives and Social Justice; for Critical Childhood and Youth Studies see the accompanying proposal.

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

Field 3: Humanities Perspectives on Social Justice

This field explores the contributions interdisciplinary Humanities scholarship and research make to critical understandings of the cultural, socio-historical, political, economic, and ethical contexts of social justice, which are based on the promotion of equality and equity between communities and social groups. Using interpretative methods, theoretical approaches, and interdisciplinary perspectives, the projects and courses in this field examine, from a contemporary, comparative, or historical perspective, the production, circulation, and reception of cultural and artistic texts and practices to interrogate their engagement, contributions, and impact on forging a just and sustainable world.

Areas of particular interest include intersectional approaches to culture and media justice, Indigenous studies, critical race theory, engaging anti-blackness, anti-Semitism, and Islamophobia, and social justice approaches to digital and natural environments. Through the lens of broadly constituted Humanities approaches, students explore power relations, resistance, protest and solidarity in topics such as: the contributions and engagements of classical or canonical texts with current social justice issues; the ethical imperatives and negotiations of social movements; the intersections of democracy, media, education, consumerism, and the law; cultures of structural racism; definitional and transformative issues of what constitutes the "human," "subjectivity," "identity," and the "citizen"; globalization and ecojustice; cultures of exclusion and marginalization associated with disability, age, gender, poverty, sexuality, racism, violence, class, speciesism and the environment; imperialism, colonialism, and post-colonialism; cultures of privilege assumed by hegemonic constructions of social identities (White, Male, Cisgender); and the accessibility and impact of digital cultures on the human condition.

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

These field will not introduce any new admission requirements. MA: a minimum B+ average with an Honours BA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent; PhD: a minimum B+ average with a MA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The new field will not change any of the degree requirements of the parent program: MA: three courses, one of which, HUMA 5100 6.0, is mandatory, and a MRP; PhD: three courses, one of which, Huma 6500 3.0, is mandatory, two comprehensive examinations, a dissertation proposal, a dissertation and defense.

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

See attachment.

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

See attachment.

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

We hope to have things in place for Fall 2023. At this point it is hard to anticipate in-take in the new field but the interest should be high. We anticipate around 2 to 4 students. The field will draw undergraduates from the department's new programs in Black Canadian Culture, which has had three recent hires, as well as Indigenous Studies, where we just had two new hires and two recent hires; as well as long-established established program in Jewish Studies. The undergraduate department has also restructured the major: one of the new streams is "Power, Diaspora and Race."

8. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

There will be no major impact on the existing program. Many of the faculty and the courses offered will be repackaged under the new field. Should faculty in each area be interested in developing certificates, and should there be enough interest, for instance in Black Canadian Culture, then we might increase our targets. This would not be for a couple of years after the implementation of these changes.

9. Support statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field
- from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Field 3: Humanities Perspectives on Social Justice

Note: All these courses are housed in our program and, if the faculty member wishes, are offered at least every third year.

HUMA 6101 3.0/6.0 Narratives of the Other : The West and China Since 1900

The centuries long encounter between the West and China has produced a range of cultural texts and images, from fantasies such as Marco Polo's Travel Book to Chinese writings about the "foreign devils". Such texts – including histories, literature, art, films, comics and memoirs-reveal as much of the cultural preoccupations of the creators of these texts as they do of the subject. An examination of selected examples of such texts enables us to discern not only how context informs text but also to query the cultural construction of the "Other". We will be guided by the notion of translation, both in a literal and figurative meaning, and will start with translation theory. In addition, critical historical method, feminist theory, discourse analysis and narratology will inform our analysis as we interrogate both "Orientalism" and "Occidentalism".

HUMA 6107 3.0 Inventing Modernism: Place and Sensibility

This course explores the relation of Paris, a centre of cultural interchange, to the creation of early twentieth century modernist art and aesthetics. Issues such as displacement, exile, and immigration; primitivism; ethnicity and nationality; gender and sexuality; the interrelation of art forms, styles and community; and the impact of the First World War are discussed in the work of writers, visual artists and musicians, as well as how the historical memory of an art movement - and moment - is created.

HUMA 6119 3.0 Book Culture East & West

This course examines the history of the book, including publication history, and readership and authorship issues, in the Western world and East Asia. There are no specific prerequisites but students are expected to have completed a history of literature course.

HUMA 6125 3.0 Uncanny Fashion

A Phenomenon pervasive in literature, the visual and performing arts, and architecture since the 18th century, the uncanny was raised to the status of explanatory concept by Sigmund Freud's seminal essay on "The Uncanny" (das Unheimliche) and has since been developed into a powerful theoretical framework for describing and understanding anxiety-producing confusions between the human and the inhuman, the private and the public and the "homely" and the foreign that are typical of modernity. The course aims first to acquaint students with the major contributions that have been made to this strand of understanding modern culture and with the longevity as well as social and historical situatedness of this particular "structure of feeling." Then we will go beyond the traditional accounts that focus on material objects such as automaton dolls and death masks, and material structures, such as haunted

gothic castles and multimedia installations, and include more contemporary manifestations, such as cyborgs and fashion, thus extending the range of cultural phenomena investigated in connection with the uncanny. Bringing gender and minority perspectives to the issue and examining cases in which the uncanny has been successfully worked through, we will identify with more specificity the repressed forces which have gone into its making.

HUMA 6128 3.0 Women and Modernity in the Non- Western World

This research seminar begins by problematizing the issue of modernity. We question whether it is best characterized as a new sense of temporality; a change in material, technological, and social conditions; a new set of global relations; or a combination of some or all of the above. We also probe the gendered nature of modernity as either a masculine and masculinizing phenomenon, or one that allows for the articulation of new forms of femininity. Finally, we examine the relationship between women and modernity in SPECIFIC NON-WESTERN CONTEXTS where issues of colonialism, semi- and post-colonialism further complicate questions of gender and historical change. These contexts include (but are not necessarily limited to) China, Japan, the Middle East, and India. As we read broadly in the theoretical and historical literature students begin to formulate the questions most relevant to their specific area of expertise on which they will write a research paper.

HUMA 6129 3.0 Black Women's Writing in the African Diaspora

This course offers a critical engagement of the dialogue that Caribbean, African American, black Canadian and black British literatures open up across academic disciplines and cultural and national boundaries. By first locating black women's texts within their specific geographical and cultural contexts, the course explores the potential of African diaspora literatures to engage personal explorations of self identity and belonging as part of wider socio-historical and cultural discussions about black women's lives. But by further understanding that black women's lives intersect across multiple borders-geographical, historical, racial, cultural and sexual-the course also allows for the reading of these texts as part of a shared diasporic literary tradition that recognizes not only points of difference, but also crucial points of thematic and structural convergence. The course attempts to read these texts, then, as part of a historical and literary continuum within the African diaspora, across Fictional texts are read alongside contemporary readings in literary theory, feminist theory, cultural studies and diaspora studies.

HUMA 6134 3.0 The Literatures of Testimony

The related concepts of testimony and witness have evolved meanings in religious, juridical and historical discourses that hinge on truth, evidence, or facticity. The literary imagination, by contrast, has often been viewed as unfettered by or indifferent to factual events and verifiable memory. Yet a body of literature has evolved that situates itself on the borderline between fact and imagination, drawing upon, exploring, and challenging the concepts of testimony and witness as they have developed, and finding aesthetic forms to contain them.

This course explores the range of genres that we may term the literature of testimony, including video-taped eyewitness accounts, memoirs, poems, fiction, graphic novels and other experimental and emergent genres. The course looks at the relationship between testimony and narrative, cultural memory, memorialization, trauma, and literary witnessing.

HUMA 6149 3.0 Theorizing Cultural Transaction

The concept of cultural translation differs from strictly linguistic translation in that it does not understand itself as a binary phenomenon involving an original text and a secondary production in another language. Rather, in taking its cues from Walter Benjamin's seminal "Die Aufgabe des Übersetzers/ The Task of the Translator," it does away with the early Romantic presupposition that either an original, a translation, or the two languages involved could be fixed and persisting categories. Instead, they are not assumed to have any essential quality but rather are presumed to be constantly transformed in space

and time. In this course we chart the development of the cultural approach to translation by examining a range of theoretical texts, from deconstructive to postcolonial.

HUMA 6156 3.0 Orientalism vs. Occidentalism: Envisioning the Other in Japan and the West

Just as stereotypes of the Japanese have predominated in the West, so have Japanese views of the West and its people been shaped by collective, often media-driven expressions of cultural and racial difference. Drawing on artistic, literary, and cinematic texts, as well as politically and commercially generated images, this course examines how the two sides have envisioned the Other, and the degree to which those visions have interacted with each other in modern times, so that, to take but one example, samurai often resemble cowboys in Japanese popular culture, while cowboys may look more like samurai in the West.

HUMA 6157 3.0 Comparative and World Literature Seminar: History and Practice

This seminar introduces students to the conditions of emergence and development of the discipline of Comparative Literature from its beginnings in nineteenth-century Europe to its most recent global iteration of World Literature. Students will experience how expanded understandings of cultural translation and textuality have radically altered and expanded the Eurocentric character of the discipline.

HUMA 6159 3.0 The Nation and its Women: Case Studies from South Asia and the South Asian Diaspora

This course interrogates the relationship of women and nations in history and the present day. It begins with foundational texts from scholarship on colonial history and gender studies before delving into specific regional, national and transnational feminist contexts. The primary sources (always available in English or English translation) cover social reformist, nationalist and British colonial documents alongside less-commonly known literary expressions (in prose, poetry and autobiographical genres) composed by women in different South Asian vernaculars (Bengali, Hindi, Urdu, Tamil, Gujarati). As we move from the colonial to diasporic contexts, the literary expressions of women writers and (political and literary) activists are broadened to include women filmmakers and South Asian feminist scholars. The course objectives are twofold: (1) to discuss specific case studies from the South Asian context in order to gain a comprehensive understanding of the emergence of women as subject citizens and political actors in public spheres and (2) to develop an understanding of the methodological issues at stake when writing about "Third-World" women's empowerment and emancipation.

HUMA 6215 3.0 Secularism and its Challenges

It is generally assumed that secularism is a fully defined doctrine born out of the struggle between church and state in pre-modern Europe that gradually and neatly spread through the rest of the world. Thanks to the Enlightenment project, secularism also developed into a philosophical and ethical principle of modernity, seeking to dissociate the role of religious belief and its embodied practices from the public realm. Assumed to be universally applicable, this principle became the yardstick to measure the emancipation of any given society. Yet the history of modernity reveals a more complicated picture, one in which religion has never been fully banished from "rational" modes of knowledge and behavior. Rather, wherever implemented, secularism has to varying degrees been influenced by religious sensibilities and faith-based practices. Even in Europe itself, the secularist model is being challenged and, in certain cases, reshaped by an increasingly visible and vocal presence of religious minorities, multiculturalism, and the growing concern for human rights and religious liberties. As a result, the conventional Eurocentric notion of secularism has been increasingly subject to multifaceted critique, at both theoretical and practical levels.

HUMA 6228 3.0 Religion, Networks and Underground Alliances at the Turn of the 20th Century: Europe and South and Southeast Asia

This course explores the networks of activists, reformers, religious seekers, patrons, and businessmen that underlay the colonial machinery in South and Southeast Asia and the varied interpretations of modernity they embodied. From vegetarian advocates in London to opium barons in Singapore, the colonial encounter produced unlikely intersections and alliances across cultures, revealing a complex picture of Asian colonial modernity. Focusing particularly on Buddhist networks and social movements the course will investigate how some networks replicated the colonial power relations while others sought to radically re-envision connections between Asians and Europeans.

GS/HUMA 6329 3.00 Digital Humanities and Social Change

The course begins by surveying the wider array of objects, methods and projects found in the emergent field of digital humanities, and then focuses on work that explicitly engages techno-cultural processes to bring about cultural enrichment and positive social change for socially marginalized groups. Student projects are based on their own particular fields of study. No technical skills are presumed.

GS/HUMA 6337 3.00 Digital Cultures and Social Justice: Histories, Methodologies, Critiques

This course focuses on key critical, historical, and theoretical intersections between humanities approaches to digital technologies, their cultures and imaginaries and questions of social justice. It addresses topics such as social, racial, and gender diversity in digital cultures; open access and other knowledge commons practices; anti-colonial and anti-racist digital activism; digital counterculture; and geolocational imaginaries

Social Justice

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
Vermonja R Alston	Humanities	Film	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Steven C Bailey	Humanities	Critical Theory	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Jody D Berland	Humanities	Environmental Humanities	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
David Cecchetto	Humanities	Sound Studies	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Kabita Chakraborty	Humanities	South Asian Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Andrea A Davis	Humanities	Black Studies	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses

Susan Ingram	Humanities	Translation	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Andrea Medovarski	Humanities	Black Studies	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Aparna Mishra Tarc	Education	Literacy and Pedagogy	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Michael Nijhawan	Anthropology	Migration	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Shama Rangwala	Humanities	Race Theory	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses

Markus Reisenleitner	Humanities	Technology and Humanities	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Leslie Sanders	Humanities	Black Studies	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Christina Sharpe	Humanities	Black Studies	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Victor Shea	Humanities	British Empire	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Anuppiriya Sriskandarajah	Humanities	Children and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses

Dear Victor,

Thank you for sharing the proposed changes in the Graduate Program in Humanities. The proposal of a new field is well-considered and seems to complement your current offerings in exciting and timely ways.

There are no significant overlaps with any of the areas covered by the Graduate Program in Communication and Culture, and we fully support your initiative.

All best wishes,
Markus

Markus Reisenleitner
Director, Graduate Program in Communication and Culture
Chair of Council, Faculty of Graduate Studies
Editor-in-chief, Imaginations (www.imaginations.io)

Hi Victor,
Thanks so much for reaching out. I have no comments or concerns about the changes you are proposing. I wish you all the best with your program revitalization.

Sincerely, Chloë

Chloë Brushwood Rose (she/they)
Graduate Program Director, Gender, Feminist & Women's Studies
Professor, Faculty of Education



Letter of Recommendation for HUMA Program Changes

Dear colleagues,

I am pleased to wholeheartedly support the addition of both new fields to the Humanities Graduate Program, namely “Humanities Perspectives on Social Justice” and “Critical Childhood and Youth Studies.” These additions support ongoing improvements to the program in response to our cyclical review process, as well as to the transfer of the Science and Technology Studies program to our Department.

As faculty, my teaching and supervision will contribute to the Humanities Perspectives on Social Justice stream. This is an area that is currently in high demand with students, and I believe that demand will only grow further. Moreover, the official inclusion in this field of the graduate courses I teach (Sound Studies and Critical Posthumanism) will help to signal the courses’ aims more clearly to students who are considering enrolling in them.

In short, I am thrilled with these additions and hope they can be implemented as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Cecchetto".

David Cecchetto, Ph.D.
Professor, Dept. of Humanities,
Director, Graduate Program in Social and Political Thought
York University (Toronto)

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Department of
Humanities**

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 654 8636
dcecchet@yorku.ca
www.yorku.ca



April 24, 2023

Professor Victor Shea
Graduate Program
in Humanities

Email: vshea@yorku.ca

Dear Professor Shea,

Re: Decanal Support for the Notice of Intention to change the existing fields in the Graduate Program in Humanities

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to change the existing fields in the Graduate Program in Humanities as follows:

the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

The NOI successfully aligns itself with the York University Research Plan (2018-2023) in that they are progressive and champion diversity and inclusivity, encouraging social justice and equity. Additionally, the LA&PS mission statement emphasizes interdisciplinarity and these new fields will draw on several faculty from diverse academic backgrounds to forge new and innovative ways of reconceptualizing the fields.

I note that the Graduate Program in Humanities has the resources to support the change to existing fields and is fully prepared for implementation. The proposed changes will create better alignment with current faculty research interests, as well as enabling a fulsome contribution from recent hires in the program.

In short, I support the Notice of intention to change the existing fields in the Graduate Program in History.

Sincerely,



J.J. McMurtry
Dean

cc: Lyndon Martin, Vice-Provost Academic



Task Force on the Future of Pedagogy

THEMES AND PRELIMINARY RECOMMENDATIONS

This is a living document that is meant for discussion. At this stage, the Task Force's recommendations are preliminary, and they will be revised in an iterative process following broad consultation with the York community.

BACKGROUND

Under an overarching theme of enhancing engagement, the Task Force on the Future of Pedagogy seeks to energize both faculty and students around the [UAP priority of 21st century learning](#), by providing forward-looking guidance on what it sees as 'the multiple futures of pedagogy.' While technology-enhanced learning accelerated at the University during the COVID pandemic as a pivoting, emergency response to an unprecedented crisis, we are committed to shaping how the university can thoughtfully and meaningfully *plan* more intentional, carefully designed learning experiences in multiple modalities (in-person, online, blended), with diverse pedagogical approaches, and across various teaching and learning contexts.

Having reviewed various predictions about the future of higher education, including sector-wide trends (see [Appendix A](#)), we do not believe that the future will be monolithic, and it will certainly not be experienced in a homogeneous way by all our community members. As such, our recommendations are shared with the intention of preparing the university, with its increasingly diverse students and faculty members, for multiple futures. These futures emerge from an understanding that what got us here today may not equip us well for teaching the current and next generation(s) of students.

Over the summer, the Task Force formed five Working Groups (WGs). In alignment with the [Task Force's mandate](#), each Working Group was tasked with envisioning pedagogical futures in a particular area of teaching and learning: in-person teaching and learning (WG1); technology-enhanced teaching and learning (WG2); experiential and work-integrated learning (WG3); scaling and sustaining pedagogical innovations (WG4); and rethinking assessments (WG5). The members of each WG (Working Groups) represent a cross-section of York University's teaching community, including both professorial and teaching-stream faculty, students, and administrative staff with expertise in teaching and learning. Each of the Working Groups' preliminary recommendations and thought processes can be found in [Appendix C](#). For a big-picture view of the Task Force's themes and preliminary recommendations, please see [Appendix B](#).

THEMES

Emerging out of a strategic commitment to facilitate [21st century learning](#) at York University, the future(s) of pedagogy will:

- Be accessible and learner-centred¹;
- Centre on values, knowledge and skills that prepare learners to respond to 21st century challenges;
- Be transformative²; and
- Focus on connections.

PRELIMINARY RECOMMENDATIONS FOR DISCUSSION

While each of the Working Groups has produced a longer set of recommendations, the Task Force sets out five preliminary recommendations for discussion. Not only do these preliminary recommendations have policy and resource implications, but they also follow from the above themes. Ultimately, 21st century learning at York ought to be a transformative³ experience for all learners, and to achieve that outcome, the Task Force invites the York community to consider some necessary transformations in how we currently approach teaching and learning at the university.

1. Expand and enhance blended learning at the University.

In recognition of changing student expectations, and what it would mean to make university operations more sustainable (e.g., by minimizing the carbon footprint of commuting students and instructors, future-proofing the university against future pandemic-like disruptions, etc.), especially in light of [increasing financial constraints](#), consider expanding and enhancing blended learning at York so that it becomes a more common mode of delivery.⁴ To enhance student learning and their connections to each other, instructors and various campus supports, the Task Force recommends that blended learning be meaningfully integrated into courses and programs with the following suggestions: the first-year experience should be primarily delivered in-person, so that both student-centred and active learning strategies can be used to increase student engagement, collaboration, interactivity, and sense of belonging. Greater flexibility, in the form of blended learning, should be offered to students in their later years of study, as they increasingly engage in experiential education (EE) and work-integrated learning (WIL) opportunities.

This recommendation is supported by the following data insights about course delivery mode from the Office of Institutional Planning and Analysis (OIPA):

- **Enrolment:** While course delivery mode appears to have no significant effect on students' academic performance in a course, in-person courses have lower average enrolments per section when compared to blended and online (including remote) courses. This trend, however, was apparent prior to COVID. Overall, average post-COVID enrolments in in-person courses are down four fewer students per section when compared to COVID patterns, and seven fewer students when compared to pre-COVID patterns.
- **Course retention:** In-person courses have lower drop percentages per section when compared to remote/online courses, but these drop percentages are not significantly different from blended courses. Online courses have higher drop percentages per section when compared to blended or remote courses. This suggests that both campus presence and the presence of synchronous components may have a positive impact on student retention, engagement and learning in a course.

This recommendation also comes with the following key actions and implications:

- Pause investments into Hyflex teaching and learning, so meaningful consultations can be had with key stakeholders on how specific classrooms can be optimized with Hyflex technologies. Although there are examples of instructors who have been able to make Hyflex teaching work with great success, more instructors have reported some level of dissatisfaction or disappointment with their current experiences of Hyflex teaching and learning.
- Investigate how course planning, scheduling, room bookings and teaching assignments can be made more flexible, to encompass non-traditional modes of learning and course delivery, as well as take into account space needs aligned with course delivery design (e.g., [Lassonde is experimenting with a block model of delivery for first-year Engineering students this fall](#)). To make flexible learning work, currently rigid systems need to be made flexible.
- Invest in (re)designing and reconfiguring in-person classrooms to facilitate active learning. Active learning can enhance students' learning experiences, improve learning outcomes, and [narrow achievement gaps, especially for students in equity-deserving groups](#).

2. Acknowledge that York's instructors engage in lifelong learning of pedagogy, which requires ongoing professional development and dedicated supports.

Transform York's teaching and learning culture by first acknowledging that instructors are themselves engaged in lifelong learning, not only in terms of acquiring disciplinary-specific knowledge but also when it comes to their own teaching practices. As such, instructors require both time and space to prepare their courses, especially if they involve active learning strategies, and engage in ongoing professional development (e.g., as it relates to assessment (re)design, AI literacy, partnering with students to co-create courses, try new pedagogical approaches, etc.). This recommendation comes with the following key actions and implications:

- Consider the appointment of Teaching Fellows or Teaching Chairs as Faculty-specific pedagogical leaders.
- Create a more robust incentive structure for generating and implementing high-impact pedagogical transformations and innovations.

3. Establish formal linkages between assessments of students and learning outcomes at the course and program levels.

Assessments play a critical but often underappreciated role in higher education by supporting learning, accreditation, and accountability. To optimize the utility of assessments, these functions demand equitable attention and adequate resourcing. Further development of faculty and institutional competence pertaining to assessments will be a critical first step. So, too, will be highlighting the purposes of assessments in course outlines, and during curriculum development and review. To foreground learning for all

students, assessments should be explicitly linked to learning outcomes at both the course and program levels. While there is a continued need to ensure the validity and reliability of assessments, especially for accreditation purposes, the University should consider a fundamental shift from prioritizing traditional assessments *of* learning to emphasizing authentic assessments *for* learning. Engaging students in the assessment process can also positively impact their well-being and make their learning more meaningful.

4. Accelerate the expansion of community-based EE and WIL opportunities.

Classroom-focused experiential education (EE) remains important for student learning, especially in specific programs. While the university has been able to successfully expand classroom-focused EE, and we recommend that these opportunities be maintained and enhanced, it is equally important that the university build more community-based and work-integrated learning (WIL) opportunities for students. When embedded in the design of a program, WIL or community-based learning can offer students both practical experiences and occasions for important interdisciplinary collaborations. These experiences help students, especially equity-deserving ones, feel more connected (e.g., to each other, their program, and to a community), as well as help them succeed at higher rates.

5. Support AI literacy among instructors, students and staff.

In alignment with universities that have positioned themselves as leading the conversation on generative artificial intelligence (AI) in higher education (e.g., [UK universities that are part of the Russell Group](#), [University of Hong Kong](#), etc.), we recommend that York, as a first step, support AI literacy among instructors, staff and students. To teach students to critically think about and use generative AI in discipline-specific ways, our instructors and staff need to also be AI literate. While [six in ten Canadian students consider the use of generative AI on assessments to be cheating](#), they are looking for more guidelines on how to use generative AI ‘properly.’ The term ‘properly’ came up repeatedly during conversations with York students about their perceptions on generative AI use. Because students see the use of generative AI as a critical and necessary skill to develop, especially if they are to be successful in their future professional and personal lives, they are seeking guidance from their instructors about how to use it ethically and responsibly. In the absence of such guidance, they are turning to (mis)information provided by content creators on social media platforms (e.g., TikTok, YouTube, Snapchat, and Instagram).

¹ ‘Learner-centred’ refers to all learners, including students, instructors, staff members and external partners (e.g., community and industry partners), that make up our university. It does not single out any specific group, but rather asks us to focus on the process of lifelong learning in a larger, more inclusive learning/pedagogical ecosystem.

² WG4’s note on the notion of innovation:

We have concerns that the notion of innovation can be deployed without a critical framework for thinking about its colonial and capitalist implications, which are particularly important to consider in the context of the university. For example, the idea of innovation is often used to promote ideas that in fact have long histories in other cultural contexts, leading to the idea that the colonial institution is inventing or innovating ideas that in fact have long legacies in communities historically kept out of the university. In addition, the working group is concerned that innovation is often equated with “efficiency” or “technologization” and that this can obscure that much of our most transformative pedagogical work will at times be in moments that resist the demands for both of these outcomes. The

working group recognizes innovation as defined by the qualities of risk-taking, openness to failure, human-centredness, creativity, social and pedagogical transformation, diversification, and decolonization.

³ According to York's University Academic Plan, the University is a 'learning community' that believes in the 'power of research, scholarship, creativity education, and dialogue to transform ourselves and the world around us for the better' (*Building a Better Future: York University Academic Plan 2020-2025*, p. 4).

⁴ Please note that York's Academic Technology Advisory Group recommended that the university strategically consider eLearning integration in 2012. To enhance student learning and flexibility, the Group had hoped that, by 2017, the university would adopt blended learning as 'a common and accepted approach to course delivery' (*A Case for Change: eLearning Integration at York University – Summary and Recommended Actions*, p. 3). Had York enacted the Group's vision, the university would have been in a stronger position to respond to the COVID-19 pandemic in 2020.

Appendix A: Sector-wide trends in higher education

Amidst city lockdowns and stay-at-home orders, post-secondary institutions pivoted to emergency online teaching during the COVID-19 pandemic. As instructors and students continue to reflect on their experiences of remote teaching and learning under unprecedented conditions, some pandemic-driven practices are worth pursuing in the long term, while others might be better left behind. This document offers a concise overview of future directions in higher education, especially as they pertain to the future of teaching and learning. According to a national poll of Canadian students (KPMG, 2022), more than $\frac{3}{4}$ of student respondents agreed that the pandemic had fundamentally changed their expectations of higher education experiences (78% nationwide, 80% of Ontario participants), with many of them believing that the universities of the future will bear little resemblance to those of today. Ultimately, today's educational institutions should be prepared to expand beyond their traditional learning environments, by not only offering more ways for students to connect and collaborate on campus in engaging ways, but also by modernizing learning experiences with carefully selected educational technologies (KPMG, 2022).

By synthesizing insights from relevant academic and non-academic sources, this overview takes into account both local and global perspectives on how a post-pandemic university can re-imagine post-secondary education for an increasingly diverse group of learners. In what follows, sector-wide trends in higher education are thematically organized in relation to the UAP priority of [diversifying whom, what and how we teach](#).

Who: Centring the learner

Many emerging pedagogical approaches, including flipped learning, aim to shift away from more traditional modes of knowledge transmission, where instructors act as 'sages on the stage,' and towards more learner-centred models, where instructors serve as facilitators or 'guides on the side' (King, 1993; Carleton University's Teaching and Learning Services, 2022). This move can support learner-driven opportunities for skill development (e.g., by enhancing and increasing experiential learning opportunities), as well as enable the decolonization of curriculum (e.g., by allowing learners to see themselves in the curriculum, and facilitating different ways of knowing, interacting and being). As learners come to the fore, it is important to treat them holistically, by also centring what makes us all human in a world where rapid technological and societal transformations are disrupting what we know and how we know. Indeed, UNESCO (2023: 21) recently argued that 'technology should serve people and that technology in education should put learners and teachers at the centre,' reminding us that technology's 'suitability and value need to be proven in relation to a human-centred vision of education.'

While on the surface, a learner-centred approach might be simply read as a student-centred approach – especially one that can encourage more creative risk-taking, exploration and problem-solving (Davie, 2022) – a more productive interpretation would be to include instructors as learners within the context of university teaching and learning. As universities continue to engage in conversations around mental health, well-being, and decolonization,

equity, diversity and inclusion (DEDI), the outcomes and impacts of these conversations affect instructors as much as students. While much attention has focused on assessing student well-being and stressors (e.g., Deloitte, 2023; Studiosity, 2021),¹ especially as many Canadian post-secondary students engage in ‘learning while earning’ (Davie, 2022; Frenette et al., 2019), faculty well-being should not be ignored. Faculty well-being was negatively impacted during and in the aftermath of the COVID-19 pandemic. In the rush to adopt and adapt unfamiliar teaching approaches and educational technologies, many instructors – especially faculty of colour, women and LBGTQ2S+ – reported mental exhaustion, fatigue and burnout, due to increased workloads, minimal ‘human connections’ with colleagues and students, and pandemic-related work-life imbalances (Flaherty, 2020; Johnson, 2022; Ontario Confederation of University Faculty Associations, 2020; The Chronicle of Higher Education, 2020). In the coming years, it will be important for instructors to model life-long learning – the mission of higher education – to new generations of students. According to Wiley (2022), faculty learning will likely include learning about new instructional technologies, techniques and approaches, as new pedagogies become entangled with emerging technologies (e.g., Kukulska-Hulmes et al., 2023).

When, where and how: Flexible teaching and learning

In early 2020, pandemic-induced closures rapidly increased opportunities for online teaching and learning (Pelletier et al., 2021), and accelerated both the adoption and evolution of educational technologies (e.g., learning management systems, Zoom, H5P, etc.). Since the Government of Ontario invested heavily in [virtual learning](#) during the pandemic, it is not surprising that the Ministry of Colleges and Universities (2023) has a strategic plan to further build ‘virtual learning capacity [in order] to set Ontario apart as a leader in the future of online learning and the knowledge economy.’ According to the Ministry (2023), Ontario’s plan for the future of higher education will also ‘focus on a bold Micro-credentials Strategy that will be flexible, train people faster and rapidly meet labour market needs.’ Both online learning and micro-credentials revolve around the possibility of enhancing flexibility, especially in terms of when, where and how students will learn.

Online and hybrid learning opportunities

Since students were able to experience online learning – sometimes for the first time – during the pandemic (see Table 1 for student perceptions on the value of online learning), their post-pandemic demands and preferences increasingly veer towards hybrid learning, where they are able to access ‘the best of both worlds’ – that is, they want the option of attending lectures in-person and being co-present with instructors and peers, while simultaneously retaining virtual access to both classes and course materials (Pizarro Milian & Janzen, 2023).²

¹ According to a students need survey conducted in 2022, 25% of all student respondents identified having a mental health condition compared to 12% of the general Canadian population; moreover, students living with mental health conditions, most often anxiety and depression, reported lower levels of satisfaction across all components of their education experience (Deloitte, 2023).

² In a 2023 survey that compares the preferences of York applicants against those of non-applicants, more than one-quarter of York applicants said they chose universities with more hybrid options (29%), and one-quarter said they chose universities with more in-person courses (25%). Nearly half of all York applicants (51%) want one-quarter to half of their courses delivered online.

As a result, universities are now offering more opportunities to learn in-person, online or in a hybrid modality, giving students more flexibility, choice and control over when, where and how they learn. However, lessons from the pandemic have highlighted how a combination of online and in-person programming might be the most optimal way of fostering student learning and engagement (Guppy et al., 2022). Because in-person interactions will remain a crucial component of a student’s university experience (KPMG, 2022), post-pandemic courses can ‘optimize human interaction’ by incorporating flipped classrooms (World Economic Forum, 2022a), and providing more occasions for active learning (World Economic Forum, 2022b). While recorded traditional lectures can be reviewed by students at their own convenience and pace, these learning resources cannot completely replace the value of in-person learning activities (e.g., discussions, dialogue, collaborative group work, etc.). By focusing on active learning, in-person learning activities can improve learning outcomes and narrow achievement gaps, especially for socio-economically disadvantaged and underrepresented students (Theobald et al., 2020).

Table 1: Student perceptions on the value of online learning³

What is valued in online learning	Fears about online learning
<ul style="list-style-type: none"> • Flexibility enables students to work while studying • Convenience of learning at one’s own pace • Recorded classes are available to (re)watch later • Easy access to online materials for learning and studying • Facilitates independent study 	<ul style="list-style-type: none"> • Fear of becoming distracted (or less focused) when studying online • Getting bored if the learning experience is not engaging or motivating • Lacking (self-)discipline to complete an online course or program • Compared to in-person learning, there may be less support from instructors and peer-to-peer opportunities. In 80% of the countries surveyed, the top reason that students prefer in-person learning is because it is easier for them to get help from instructors.

Flexible credentialing options

Flexible learning pathways not only include learning in different modalities, but also alternatives or supplements to traditional four-year degree programs. Flexible (or alternative) credentialing options, such as micro-credentials, can appeal to learners who are seeking more targeted, just-in-time skill development (Pelletier et al., 2021). Those interested in re-skilling or up-skilling are not looking for a full, immersive academic experience, but rather shorter courses and micro-degrees that can be more seamlessly integrated into their lives and

³ Adapted from the results of McKinsey’s global survey of 7000 students in higher education across 17 countries in the Americas, Europe, Asia and the Middle East (Child et al., 2023). These survey results did not vary significantly across students from different age groups, fields of study and educational level. More importantly, they seem to align with what York University students have said about their recent, online learning experiences.

lifestyles (KPMG, 2020). According to Johnson (2022), different types of students will also prefer different modes of learning: Ontario undergraduate students are most likely to choose hybrid course offerings, while students in professional programs (i.e., programs beyond an undergraduate degree that are not part of a master's or doctorate program) are most likely to choose online offerings.

What: 21st century skills

To navigate and thrive in the future, a new set of capabilities and competencies will become critically necessary (Barber et al. 2012; Florida 2012; Zhao and Watterston, 2021). With the rise of generative artificial intelligence and related smart technologies, most critics agree that traditionally valued skills, such as those related to collecting, storing and retrieving information (e.g., memorization, repetition, and pattern-prediction), will likely be on the decline (Muro et al., 2019). In contrast, skills related to creativity, critical thinking, curiosity, collaboration, adaptability (growth mindset), and effective communication will be increasingly in demand (Government of Canada, 2021; McMaster University, 2022; Zhao et al. 2019). In particular, the need for digital skills and literacies has been amplified in the wake of emerging AI technologies.⁴ Notably, universities in the UK (Russell Group, 2023) will be supporting AI literacy among instructors, staff and students, while the University of Hong Kong's generative AI policy encourages instructors to leverage the technology to optimize, customize and assess student learning (Yu, 2023).

⁴ The [Conference Board of Canada](#) projects that, within the next 10 years, 9 out of 10 jobs will require digital skills. A 2021 student survey indicated that university students expect to graduate with the necessary skills for workplace success, which puts the onus on universities to teach digital skills to learners (Deloitte, 2023: 7)

References

Barber, M., Donnelly, K., & Rizvi, S. (2012). *Oceans of Innovation: The Atlantic, the Pacific, Global Leadership and the Future of Education*.

https://www.ippr.org/files/images/media/files/publication/2012/09/oceans-of-innovation_Aug2012_9543.pdf

Carleton University's Teaching and Learning Services. (2022). *What are Universities For? Trends in Higher Education*. <https://carleton.ca/futureofteaching/wp-content/uploads/Trends-in-Higher-Education.pdf>

Child, F., Frank, M., Law, J., & Sarakatsannis, J. (2023, June 7). *What do Higher Education Students Want from Online Learning?* <https://www.mckinsey.com/industries/public-sector/our-insights/what-do-higher-education-students-want-from-online-learning?cid=soc-web#/>

Davie, S. (2022, January 30). Universities must change or lose their place to alternative education providers: OECD education chief. *The Straits Times*. <https://www.straitstimes.com/singapore/parenting-education/universities-must-change-or-lose-their-place-to-alternative-education-providers>

Deloitte. (2023). *Reshaping the Student Experience – The Role of Technology in Enabling Student-centricity*. <https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/public-sector/ca-2023-reshaping-the-student-experience-aoda-en.pdf>

Flaherty, C. (2020, November 19). *Faculty Pandemic Stress Is Now Chronic*. Inside Higher Ed. <https://www.insidehighered.com/news/2020/11/19/faculty-pandemic-stress-now-chronic>

Florida, R. (2012). *The Rise of the Creative Class: Revisited* (2nd ed.). New York: Basic Books.

Frenette, M., Lu, Y., & Chan, W. (2019). The Postsecondary Experience and Early Labour Market Outcomes of International Study Permit Holders. *Analytical Studies Branch Research Paper Series, 11F0019M No. 431*. <https://www150.statcan.gc.ca/n1/pub/11f0019m/11f0019m2019019-eng.htm>

Government of Canada. (2021). *The New Skills for Success Model*. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/new-model.html>

Guppy, N., Verpoorten, D., Boud, D., Lin, L., Tai, J., & Bartolic, S. (2022). The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries. *British Journal of Educational Technology*, 53(6), 1750-1765.

Johnson, N. (2022). *Looking Ahead to the Future of Post-Secondary Education: 2022 Ontario Report*. https://www.ecampusontario.ca/wp-content/uploads/2023/02/2022_ontario_report_en.pdf

King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30-35.

KPMG. (2020). *The Future of Higher Education in a Disruptive World*.

<https://assets.kpmg.com/content/dam/kpmg/xx/pdf/2020/10/future-of-higher-education.pdf>

KPMG. (2022). *Reimagining Student Experience in Higher Education*.

<https://assets.kpmg.com/content/dam/kpmg/ca/pdf/2022/03/reimagining-student-experience-in-higher-education-final-en.pdf>

Kukulska-Hulme, A., Bossu, C., Charitonos, K., Coughlan, T., Deacon, A., Deane, N., Ferguson, R., Herodotou, C., Huang, C-W., Mayisela, T., Rets, I., Sargent, J., Scanlon, E., Small, J., Walji, S., Weller, M., & Whitelock, D. (2023). *Innovating Pedagogy 2023: Open University Innovation Report*. Milton Keynes: The Open University. https://prismic-io.s3.amazonaws.com/ou-iet/4acfab6d-4e5c-4bbd-9bda-4f15242652f2_Innovating+Pedagogy+2023.pdf

Ontario Confederation of University Faculty Associations. (2020, November 24). *Pandemic has caused decline in education quality according to new poll of university students and faculty*.

Press Release. <https://ocufa.on.ca/press-releases/pandemic-has-caused-decline-in-education-quality-according-to-new-poll-of-university-students-and-faculty/>

McMaster University. (2022, January 20). Employers are looking for this soft skill above all others – do you have it? <https://continuing.mcmaster.ca/employers-are-looking-for-this-soft-skill-above-all-others-do-you-have-it/>

Ministry of Colleges and Universities. (2023, February 15). *2022-23 Strategic Plan*.

<https://www.ontario.ca/page/published-plans-and-annual-reports-2022-2023-ministry-colleges-and-universities#section-1>

Muro, M., Whiton, J., & Maxim, R. (2019). *What Jobs are Affected by AI? Better-Paid, Better-Educated Workers Face the Most Exposure*. https://www.brookings.edu/wp-content/uploads/2019/11/2019.11.20_brookingsmetro_what-jobs-are-affected-by-ai_report_muro-whiton-maxim.pdf

Pelletier, K., Brown, M., Brooks, C. D., McCormack, M., Reeves, J., & Arbino, N. (2021). *2020 EDUCAUSE Horizon Report: Teaching and Learning Edition*.

<https://library.educause.edu/resources/2020/3/2020-educause-horizon-report-teaching-and-learning-edition>

Pizarro Milian, R., & Janzen, R. (2023, February 6). *The Rise of Hybrid Learning*.

<https://forum.academica.ca/forum/the-rise-of-hybrid-learning>

Russell Group. (2023). *Russell Group Principles on the Use of Generative AI Tools in Education*.

https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf

Studiosity. (2021, December 21). *Student Wellbeing in Canada: How Do Students Currently Feel and How Can Institutions Support?* <https://www.studiosity.com/blog/student-wellbeing-canada>

The Chronicle of Higher Education. (2020). 'On the Verge of Burnout': Covid-19's Impact on Faculty Well-Being and Career Plans. https://connect.chronicle.com/rs/931-EKA-218/images/Covid%26FacultyCareerPaths_Fidelity_ResearchBrief_v3%20%281%29.pdf

Theobald, E.J., et al. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. *Proceedings of the National Academy of Sciences*, 117(12), 6476-6483.

UNESCO. (2023). *Technology in Education: A Tool on Whose Terms?* Place de Fontenoy, France: UN Educational, Scientific and Cultural Organization.

Wiley. (2022, January 20). *2025: A Look into the Future of Higher Education*. <https://universityservices.wiley.com/2025-future-of-higher-ed-infographic/>

World Economic Forum. (2022a, January 11). *Four Ways Universities Can Future-proof Education*. <https://www.weforum.org/agenda/2022/01/four-ways-universities-can-future-proof-education>

World Economic Forum (2022b, February 7). *4 Trends that will Shape the Future of Higher Education*. <https://www.weforum.org/agenda/2022/02/four-trends-that-will-shape-the-future-of-higher-education/>

Yu, E. (2023, August 4). Another major university is supporting generative AI use but with serious guardrails. *ZDNET*. <https://www.zdnet.com/article/another-major-university-is-supporting-generative-ai-use-but-with-serious-guardrails/>

Zhao, Y., Wehmeyer, M., Basham, J., & Hansen, D. (2019). Tackling the wicked problem of measuring what matters: framing the questions. *ECNU Review Education*, 2(3), 262–278.

Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change*, 22(1), 3-12.

Appendix B: Connections between overarching themes and preliminary recommendations

Emerging out of a strategic commitment to facilitate [21st century learning](#) at York University, the future(s) of pedagogy will...

Be accessible and learner-centred¹	Centre on values, knowledges and skills that prepare learners to respond to 21st century challenges	Be transformative²	Focus on connections
<p>Flexible pedagogy and accessible learning spaces</p> <ul style="list-style-type: none"> Especially when used to reinforce DEDI and Universal Design for Learning principles, flexible modes of pedagogy can accommodate and enable our students – with their diverse needs and expectations – to access and engage in their courses. This flexibility emerges from a pedagogically meaningful mixture of in-person and online course components (WG2). Example: ECON 1000, a very large lecture course, was reimagined as a team-taught flipped classroom, where asynchronous lectures are paired with synchronous virtual/in-person tutorials taught by instructors for hands-on learning (application of concepts and theories). 	<p>Technological training/digital literacy</p> <ul style="list-style-type: none"> Students should not only learn about new technologies, but also how these tools can be approached critically and used responsibly (ethics, privacy, algorithmic biases) (WG2 on student training for new technologies, WG3). <p>Skills that sustain and make possible interdisciplinary collaborations (e.g., soft skills related to group/teamwork, conflict management, empathy, etc.)</p> <ul style="list-style-type: none"> Authentic, interdisciplinary collaboration among students in class, especially in in-person courses (WG1) and EE/WIL (WG3), and for faculty members interested in pedagogical transformation (WG4) 	<p>Teaching and learning are transformative experiences, and they can be heightened and enhanced at York with the following transformations:</p> <p>Transforming learning environments: In the <i>DEDI Strategy</i>, classroom experience, is construed as a site for important transformative opportunities (in terms of what and how we teach, as well as the kinds of environments we create for our students)</p> <ul style="list-style-type: none"> While recent experiences might have molded student expectations regarding flexibility of content delivery, we suggest that the concept of <i>flexibility</i> should be understood more widely as pertaining to the <i>complete learning environment</i> (including modes of 	<p>Creating community and forming connections in in-person teaching and learning (WG1)</p> <ul style="list-style-type: none"> There is a value to in-person teaching and learning that is not reducible to content delivery. Time spent in-person should be focused on skill development (e.g., skills related to collaboration), fostering relationships and community (which can improve a sense of belonging among students from underserved populations), and active learning (e.g., discussion, problem-solving as central focus of in-person meet). First and second year are crucial for establishing relationships with peers and instructors, and for building both an academic and social community (Photopoulos et al., 2022) (WG1). There are some crucial in-person learning

<p>Accessible learning materials and tools</p> <ul style="list-style-type: none"> In addition to using open technological tools for course activities/assessments and portable formats for course materials (e.g., pdf, html), Open Educational Resources (OER) should be the preferred choice of course material, as they have been shown to perform as good as, or better than, traditional commercial textbooks in term of student perceptions and performance; and free OER disproportionately benefit underserved student populations (first-generation students and racial minority students) (e.g., Jhangiani et al., 2018; Nusbaum et al., 2020) (WG2). <p>Accessible program design</p> <p>Because program structure will impact course delivery, student experiences and student success, program design should be considered in terms of how it structures degree progression, with attention paid to at-risk courses (i.e., courses with high failure, withdrawal and drop rates), structural barriers for</p>		<p>instruction/delivery of programs and courses, instructor-student interaction, time slots, contact hours etc.) (WG2).</p> <ul style="list-style-type: none"> Transforming course delivery formats (RO): Flexible course delivery guided by pedagogical principles, methods, and course content should be allowed to adapt or move beyond a rigid 3-hour, 12-week course delivery format, allowing for technologically enhanced, non-traditional formats such as hackathons, blended block seminars etc. (WG2). Example: Lassonde’s first-year engineering block model, offered for the first time in Fall 2023. Transforming physical teaching and learning spaces to enable more active learning and collaboration (WG1; see, e.g., LA&PS’ Design Principles for Active Learning Spaces, April 2023) <p>Transforming York culture (i.e., building a culture that recognizes and prioritizes impactful teaching and</p>	<p>experiences that are not easily reproducible in virtual environments (e.g., labs in Science, simulations in Health requiring psychomotor skill development, etc.).</p> <p>Experiential learning framed in terms of discovering a sense of being in relation to others (<i>Learning Experientially in the 21st Century</i>). Whether locally or globally, this sense of relationality can be developed through engagements, collaborations and encounters with peers, instructors, community partners and/or industry employers, etc. (WG3).</p> <p>Scaling across</p> <ul style="list-style-type: none"> Pedagogical transformations/innovations that emerge out of a ‘scaling across,’ by involving a greater number of collaborators, disciplines and units across the university. To utilize resources that we have to support pedagogical innovations that prioritize collaboration across the university, and greater sustainable and structural change, such as program design changes (WG4, see also Amy Gaukel, DEDI Strategy presentation).
---	--	---	---

<p>entry/access to program, etc. (Amy Gaukel, DEDI Strategy presentation)</p> <p>Learner-centred approaches</p> <ul style="list-style-type: none"> • Active learning, including problem-based learning (WG1) • Assessments for learning (WG5) • Diversifying curriculum (what is taught) by not only diversifying what is cited, but also by building on students' diverse lived experiences (Amy Gaukel, DEDI Strategy presentation). • Embedding EE or community-based learning in the design of a program. Practical experience and interdisciplinarity help equity-deserving students feel more connected to their program, feel a sense of community, and help them succeed at higher rates (Amy Gaukel, DEDI Strategy presentation). 		<p>lifelong learning, and not just research intensification)</p> <ul style="list-style-type: none"> • Teaching Fellows (WG4) or Teaching Chairs as Faculty-specific pedagogical leaders • Enhancing opportunities for teaching-stream faculty members to pursue meaningful, impactful pedagogical projects, and imagine a rewarding career trajectory (e.g., post-tenure opportunities for educational leadership) • Create a more robust incentive structure for pedagogical transformation (WG1, WG5). <p>Transforming structures to enhance and meaningfully scale (up) pedagogical transformations, including structures related to collegial governance (WG4), RO room scheduling (WG1) and course designations (WG2), technological selection and adoption (WG2, WG4), support structures for supporting pedagogical innovation and best practices, etc.</p>	<p>Strategic partnerships</p> <ul style="list-style-type: none"> • Making assessments and learning meaningful to students will require strategic partnerships with academic support services, such as the Libraries, Learning Commons, etc. (WG5).
--	--	---	---

¹ ‘Learner-centred’ refers to all learners, including students, instructors, staff members and external partners (e.g., community and industry partners), that make up our university. It does not single out any specific group, but rather asks us to focus on the process of lifelong learning in a larger, more inclusive learning/pedagogical ecosystem.

² WG4’s note on the notion of innovation:

We have concerns that the notion of innovation can be deployed without a critical framework for thinking about its colonial and capitalist implications, which are particularly important to consider in the context of the university. For example, the idea of innovation is often used to promote ideas that in fact have long histories in other cultural contexts, leading to the idea that the colonial institution is inventing or innovating ideas that in fact have long legacies in communities historically kept out of the university. In addition, the working group is concerned that innovation is often equated with “efficiency” or “technologization” and that this can obscure that much of our most transformative pedagogical work will at times be in moments that resist the demands for both of these outcomes. The working group recognizes innovation as defined by the qualities of risk-taking, openness to failure, human-centredness, creativity, social and pedagogical transformation, diversification, and decolonization.

Appendix C: Task Force on the Future of Pedagogy

Working Group Reports

In-Person Teaching and Learning

Technology Enhanced Teaching and Learning

Experiential Education & Work-Integrated Learning

Scaling & Sustaining Pedagogical Innovations

Rethinking Assessments

Working Group 1: In-Person Teaching and Learning

Final Report

August 2023

Members, Mandate, and Questions of Working Group 1

Members of Working Group (WG) 1 comprise faculty and staff representing two York campuses and four faculties [Kathleen Fortune, Health; Tamara Kelly, Science (Chair); Stephanie Marion, Glendon; Pooja Vashisth, Lassonde/Markham] in addition to two members of the Teaching Commons (Mandy Frake-Mistak and Natasha May). All members listed contributed to the meetings and the reports. We are supported by Angela Ward.

Our WG mandate was to envision the future of in-person learning and teaching. Specifically, we focused on the value added of in-person teaching and learning that does not preclude the benefits of online learning. While the Covid-19 pandemic commanded and accelerated the use of remote teaching and learning, we are now in a position where we must determine how to best view and use our physical space to maximize pedagogical outcomes and student experiences. This is particularly important as many courses use a combination of both in-person and online delivery formats. We have identified three important areas of inquiry that should guide our recommendations to the University as it prepares for successful pedagogical futures:

- 1. What are the added values of in-person teaching and learning for our commuter campuses?** Given the high proportion of York University students who commute to campus, we believe it is important to know what motivates our students to come to campus and participate in academic and non-academic activities. Furthermore, we need to identify and encourage best practices of in-person teaching and learning to maximize pedagogical outcomes and maintain student motivation to contribute to campus life.
- 2. Given the value of in-person teaching, how can class time and space be (re)constructed to offer students more active, evidence-informed learning opportunities (e.g., collaborative, problem-based, inquiry-based learning)?** Many faculty members know too well the frustrations of poorly designed course schedules and classrooms. Given the key contributors to successful in-person university experiences identified in the first instance, we need to identify the necessary but realistic changes that must be implemented to support an effective and prosperous in-person teaching and learning experience for both students and teachers.
- 3. What supports or steps are required to widely adopt evidence-based practices that enhance the in-person experience for both students and instructors?** While the identification of best practices for in-person teaching and learning is a necessary first step in envisioning successful pedagogical futures, there are real and significant barriers to their implementations. Students and teachers must have the necessary knowledge and resources available to them for the University to expect the adoption of these best practices.

Process undertaken by this Working Group

The members of WG1 completed an initial review of the relevant literature. Given the timeline and scope of our work, and the guidelines provided by the Co-chairs of the Task Force, this literature review is by no means comprehensive. Rather, efforts were focussed on recent literature that most pointedly address our key areas of inquiry. This was achieved by using collectively determined key words and concepts ([see Appendix A](#)). Relevant findings were collected and summarized in a shared notebook on Teams. Based on these findings and discussions during meetings, we then found other literature as needed. This collective knowledge was then synthesized with our WG members' diverse and extensive expert knowledge and lived experiences as educators to finalize this report and associated recommendations.

Answers to WG Questions

1. What are the added values of in-person teaching and learning for our commuter campuses?

In a recent piece by York University undergraduate students on their motivation to take in-person classes, Ong et al. (2020) reported what some sociology students viewed as the unique benefits of face-to-face interactions. They emphasized how in-person environments facilitate the reading of social cues, fundamental for building trust and familiarity. Such benefits have been noted by pedagogical experts and some have noted a direct connection between building relationships and fostering a sense of belonging and retention, especially among underserved student populations (Banchefsky et al., 2019; Felten & Lambert, 2020; Lewis et al., 2017; Strayhorn, 2019). According to Rosenberg and McCullough (1981), in-person interactions play a crucial role in reinforcing students' perception that they matter, which can subsequently impact their sense of belonging, mental health, and academic persistence. Vaillancourt et al. (2022) also suggest that in-person classes allow informal interactions that serve as building blocks for a healthy academic climate.

While intentionally designed online courses can provide excellent learning opportunities, the online format may pose challenges in fostering these important connections with peers, as there are generally limited opportunities for informal interactions between students. In addition, during online learning, instructors may be less attuned to subtle communication cues from students and thus may be less likely to engage students (Coker, 2020), or may fail (or be unable) to notice cues of misunderstanding or fatigue that they would otherwise sense during in-person interactions (Sofianidis et al., 2021). Thus, both optimal relational development and student engagement may be maximized in an in-person learning environment. This is likely to be the case for students especially in the early years of their degree. Recent data presented by Photopoulos et al. (2023) show that a significant majority of first (85%) and second year (59%) students expressed a pronounced preference for in-person instruction. They describe these initial years as pivotal in nurturing academic relationships and fostering a sense of community.

Another important advantage that in-person learning inherently provides is that students, much like faculty, benefit from distinguishing between their work and home environments (Ferguson, 2023; Ong et al., 2020). The mere act of moving between different physical class spaces can help psychological transitions and readiness for learning of different subjects (for example, by promoting context-dependent memory) (Adler-Kassner et al., 2022). Furthermore, for first-year students, being on campus signals and facilitates the transition from high school to university, potentially aiding both in their psychological and academic adaptation (Adler-Kassner et al. 2022).

Kemp and Grieve (2014) suggest that in-person instruction may be particularly advantageous for acquiring collaborative skills. Callister et al. (2016) further advocate for the use of physical class time in honing these skills and fostering community connections. Passive listening to lectures does not leverage the in-person mode's full potential and should be explicitly discouraged as a method of course delivery. Emphasizing active learning during class hours can significantly enhance the learning experience and can even narrow the "achievement gaps" between different students from dominant groups and equity-deserving groups (Theobald et al., 2020). Despite significant advantages in relationship building, community building, and student engagement offered by in-person learning, there are some students who nevertheless prefer online classes. It would appear, however, that this preference is influenced by logistical conveniences such as eliminating commutes rather than pedagogical strengths (O'Neill et al., 2022; Photopoulos et al., 2023).

There is a concern among some peers that many instructors with limited pedagogical expertise might place undue emphasis on the potential for controlled-environment assessments as the primary—or only—benefit of in-person learning. This perspective risks overshadowing the multifaceted benefits that face-to-face instruction brings, especially in cultivating a vibrant community and supporting formative skills development. As educators, we should strive to break down the barriers that hinder students' abilities to build connections with classmates and

teachers, as they may contribute to students' inability to engage academically. This community may be especially important for first formative years of a student's academic career, and generally for young adults whose connections are largely shaped by opportunities to socially engage with each other in the school community (Allen et al., 2021). A structured apprentice model, in which students engage in peer instruction and collaboration (e.g., Mazur, 1997), is an excellent example, which, if implemented correctly, can harness the full potential of physical classrooms.

The working group notes that there is a dearth of literature of the value of in-person learning experiences as perceived by students. As well, much of the interest in this topic was precipitated by the pandemic and the forced remote learning that occurred. Because of this, we have noted that those studies that exist may be affected by when they were conducted. Further, we could not find any works that provided perceptions of students at commuter universities/colleges. For this reason, we strongly advocate for a survey of student perspectives on the value of in-person teaching and on-campus experiences. Our working group, with support from Victoria Ng from the Office of Institutional Planning and Analysis (OIPA) has designed a survey ([Appendix B](#)) and prepared the necessary human participants ethics protocol and informed consent (Appendices [C](#) and [B](#)) to disseminate to students who have completed at least one year at York University. This is an opportunity for York University to contribute to the literature on the benefits of in-person student experiences.

2. Given the value of in-person teaching, how can class time and space be (re)constructed to offer students more active, evidence-informed learning opportunities (e.g., collaborative, problem-based, inquiry-based learning)?

The physical spaces in which we teach and learn are important in enabling evidence-informed activities, particularly those that are collaborative (Adler-Kassner et al., 2022). The quality of education suffers when physical learning spaces are not aligned with pedagogical strategies (van Merriënboer et al., 2017). Moveable desks and/or tables, and multiple writing surfaces large enough to allow students to collaborate on activities (e.g., brainstorming, answer formulation) are essential to provide flexible environments that, with appropriate professional development, facilitate faculty adoption of active learning and collaborative techniques. Not only are collaboration-friendly classrooms important for optimal pedagogical outcomes, but they are also more likely to facilitate the types of formal and informal student-to-student and student-to-teacher interactions that contribute to community building and student engagement outlined above. Our large classrooms, primarily used for first- and second-year courses, structurally emphasize the "sage on the stage" transmission and passive reception (but not retention!) approach. Many of these rooms have individual tablet arm seats, which in addition to providing inadequate space for student note and test-taking, do not promote active discussions and sharing of materials. Given the importance of active learning and other evidence-based practices, particularly in helping to create sense of belonging and persistence in lower-level courses, any future renovations of classrooms should aim to maximize the uptake of active learning, particularly in large classrooms, which are mainly occupied by first and second-year courses. These renovations should be designed in detailed consultation with faculty who are active learning practitioners.

Given that many courses are given as 2- or 3-hour weekly lecture blocks, it is even more imperative that classrooms be designed to allow instructors to plan lectures that keep student engagement high (i.e., by breaking up long lectures into shorter intervals interspersed with active learning opportunities, e.g., Freeman et al., 2014), which can be difficult to achieve in classrooms design for the outdated "stand-and-deliver" style of lectures, even for the most creative instructors. In addition, to support instructors implementing evidence-based active learning techniques in their classes, the Registrar's Office must assign the same classroom for all class meets (unless requested by the instructor) to provide consistency and reduce unnecessary work for instructors. This has been a problem the past two years (see [Appendix D](#)) and must be corrected.

It is not just the classrooms that enhance the in-person teaching and learning experience. If we want students to show up and stay on campus—potentially to attend multiple in-person classes—where they can participate in active discussions with their peers, engage in clubs, and gain social capital, the on-campus environment must be inviting and accommodating. There must be spaces for students to work/study individually, collaborate, and socialize when not in class, to maximize their on-campus time, particularly as York University is primarily attended by students who commute longer distances to campus. Despite this need, there is a considerable amount of under-utilized space at York University (e.g., lobbies of LSB, Lassonde, Vari Hall, ACW, ACE) resulting in insufficient seats around campus and consequently student frustration. Even centralized locations such as Vari Hall provide little seating for students, and where seating is available it tends to be benches without (or very limited) corresponding table surfaces (e.g., lobby of LSB, Lassonde; see [Appendix E](#)). If we want to make students feel welcome and invite them to stay on campus and make the most of their time, functional seating across campus must be provided, particularly in the lobbies of buildings where students will have multiple classes or labs. In comparison, other universities such as Western University and Wilfrid Laurier University—which are not commuter campuses, with many students living either on campus or within close proximity of the campus—provide considerably more seating and workspaces for their students than does York University. The common areas (e.g., lobbies) of buildings at these universities, including their recreation centres, provide extensive student seating—primarily in the form of tables and chairs, supplemented by some bench seating—allowing students to make the most of their time on campus.

Further, many students' schedules are a mix of in-person, blended, and online offerings. If we want students to truly have opportunities to succeed, they need to have spaces in which to also engage in their online courses/tutorials, some of which may require participation. Currently many of the students we have spoken to use the stairwells as a place from which they can log into online classes. When we inquired about available spaces for online course use, we found that there was no centralized system to support students accessing online courses on campus. Rather “the Faculties are addressing this for their own degree students rather than this being [the responsibility] of the division of students” (Registrars Office). In turn, we reached out to Associate Deans (FSc, etc.) and found that the move to accommodate students is uneven across the University. The LA&PS iClass spaces (Smith, 2023) are a good example of what could be done but serve only a subset of our student population; access to such spaces needs to be expanded as it is apparent that other Faculties have not progressed much on this front. As students move toward spending more and more time on campus and we have an increased mix of in-person, blended, and completely online offerings, we will need to find a more centralized solution that will not leave students as frustrated as they are now.

Accessibility should be at the forefront of considerations when scheduling in-person and online classes. For example, for many students transportation at night is difficult, either with limited transportation options or unsafe conditions. While we may need to accommodate some students' schedules by offering a subset of courses in the evenings, we could consider offering many such classes (i.e., 7 to 10 pm) online. When in-person courses are offered in the evening, it is essential that the scheduling of these classes/labs/tutorials align with local public transit offerings (i.e., classes must end prior to students' last bus home). Thankfully, York University offers its faculty members invaluable resources and opportunities (e.g., workshops and support from The Teaching Commons) to gain the necessary knowledge and skills to offer quality online offerings, when such offerings are warranted (e.g., such as evening courses).

3. What supports or steps are required to widely adopt evidence-based practices that enhance the in-person experience for both students and instructors?

The adoption of active learning techniques and a constructivist approach to teaching require a considerable amount of time, effort, and resources from instructors, as well as adequate physical classroom spaces that break down common barriers to implementing these techniques. Given traditional lecture rooms, significant innovation

and time are required to apply best-practices in these less-than-ideal spaces, consequently reducing uptake of best practices and stagnating teaching and learning reform. Felten and Lambert (2020) note that the classroom is the most important place on campus for meaningful relationships to start, and encourages active learning to promote deeper, more durable learning and student-student interaction. Ironically, the classes which might benefit the most from active learning are foundational (1st and 2nd year) courses (see point 1 above)—the same courses are that likely to be given in these large, “stand-and-deliver” style lecture halls. Not only do these spaces encourage traditional “sage on the stage” teaching and passive learning, but they also create increased workload for those implementing active learning as many workarounds must be employed. Given this, there needs to be a commitment from York to enhance the structural space—in consultation with faculty who employ student-centred strategies—to reduce barriers to uptake of active learning techniques and ease the workload of those using such strategies. Furthermore, for the in-person experience to be beneficial, instructors must have access to and be trained on technology that supports our in-person aims. Decisions about the type of technology present in the classroom must be made in consultation with instructors (van Merriënboer et al., 2017), and consider the needs of different class sizes.

Some Faculties at York now require new faculty members to complete an Instructional Skills Workshop (ISW) within their first year of employment. While this is a good start, it does not address the need for ongoing professional development of faculty with respect to teaching. There is a need to incentivize faculty to continue their professional development at regular intervals so that emerging best practices can be learned and adopted, thus enhancing the teaching and learning environment here at York. This is increasingly important with growing awareness of inclusive teaching practices that support student success in their foundational courses. How can we incentivize? Show faculty that they are valued, that their efforts in teaching are valued, and acknowledge the high risk of burnout post pandemic, particularly for those adopting student-centred teaching practices. Provide proper supports with adequate staff complement that directly interact with and support faculty in their teaching and research, thus reducing extraneous workload for which the domain expertise of faculty is not needed. While a monetary recognition is well and good, it does not solve the problem that there are a finite number of hours in any week. Instead, serious consideration must be given to teaching release (e.g., Owens et al., 2018) for those engaging in ongoing professional development of teaching practices. Showing faculty that their time is valuable and their work to improve their teaching is recognized in a way that supports faculty as individuals can help to create a culture shift around teaching and adoption of evidence-based practices. Just as creative research requires time and space to think, so too does excellent teaching.

Adoption of evidence-based active learning and inclusive teaching strategies requires more than just a passing awareness or knowledge that the ‘traditional’ approach might not be the best. Evidence-informed teaching typically involves developing and delivering multiple low stakes assignments, including in-class activities, in addition to content delivery via videos, writing, etc., as well as incorporating increased flexibility to create inclusive classrooms. All these components are typically hosted in complex course websites, the programming of which can require significant preparation, administrative time, and increased communication with students. There is no escaping that the increased learning associated with evidence-based teaching/learning comes with the price of greatly increased responsibilities compared to those associated with traditional teaching strategies (Kelly et al. 2023), which can deter uptake (e.g., Griffith & Altinay, 2020; Hora, 2016). It requires time for learning about such techniques, time to understand how to implement them effectively, time to revise courses to incorporate such techniques, time to administer the modified course, and time to evaluate, in a scholarly manner, how these strategies are working. This increased workload of adopting evidence-based practices needs to be acknowledged in teaching loads.

Based on the above, we have made four **Preliminary Recommendations** and two **Supplementary Recommendations**.

Preliminary Recommendations

1. **Incentivize professional development for faculty to support adoption of teaching and learning techniques that lead to use the in-person classroom to its fullest (i.e., student-centred practices).** This must be accompanied by an acknowledgement that designing and implementing active learning courses takes considerably more effort and thus is more time consuming (see recommendation #2).
2. **Modify existing faculty teaching loads to address the increased workload that comes with teaching using evidence-based and student-centred practices.** Many instructors are aware of the benefits of introducing active learning and experiential education in their courses, yet many continue to deliver traditional passive-listening lecture due to a lack of time, resources, and appropriate physical spaces needed to modify their courses.
3. To augment the knowledge gathered from our literature review and our members' extensive and diverse combined lived experiences, we recommend **surveying ([Appendix B](#)) York University's student population to learn about our specific students' needs and motivations** in a time more representative of a medium-to-long term future of the University's pedagogical landscape than what the current literature presents (i.e., beyond a pandemic context). A survey of current students about what motivates them to come to campus will be beneficial in refining our recommendations.
4. In-person classes must be built/designed with a constructivist approach in which discussions/problem solving are the central focus and in which student-student and student-teacher interactions are valued. In short, **provide rooms that are conducive to active learning without a great deal of work to improve uptake of such teaching strategies and improve assignment of rooms for courses ([Appendix D](#)).** These rooms must be designed in consultation with faculty who are active learning practitioners.
5. The university must **create an environment on campus such that students who are here enjoy and want to stay on campus through provision of sufficient functional study/conversation spaces for students across campus**, thereby supporting students in developing social ties. This means having places to study or sit and chat even in informal environments. ([Appendix E](#)).

Supplementary recommendations:

1. The scheduling of in-person and online classes should consider accessibility and safety concerns. For example, in-person class times should align with local public transit offerings (i.e., classes should end prior to the last bus route).
2. Class meetings should be assigned to a consistent (i.e., the same) classroom for the duration of a course (unless requested by the instructor) to provide reduce unnecessary work for instructors and confusion for students.

References

- Adler-Kassner, L., Safronova, M., Dominguez-Whitehead, Y., Gonzalez, K., Nguyen, S., & Phommasa, M. (2022). Sense of Place and Belonging: Lessons from the Pandemic. *Teaching and Learning Inquiry, 10*. <https://doi.org/10.20343/teachlearningu.10.34>
- Allen, K.-A., Slaten, C. D., Arslan, G., Roffey, S., Craig, H., & Vella-Brodrick, D. A. (2021). School Belonging: The Importance of Student and Teacher Relationships. In M. L. Kern & M. L. Wehmeyer (Eds.), *The Palgrave Handbook of Positive Education* (pp. 525–550). Springer International Publishing. https://doi.org/10.1007/978-3-030-64537-3_21
- Banchefsky, S., Lewis, K. L., & Ito, T. A. (2019). The Role of Social and Ability Belonging in Men’s and Women’s pSTEM Persistence. *Frontiers in Psychology, 10*, 2386. <https://doi.org/10.3389/fpsyg.2019.02386>
- Callister, R. R., & Love, M. S. (2016). A Comparison of Learning Outcomes in Skills-Based Courses: Online Versus Face-To-Face Formats: Comparison of Learning Outcomes in Skills-Based Courses. *Decision Sciences Journal of Innovative Education, 14*(2), 243–256. <https://doi.org/10.1111/dsji.12093>
- Coker, D. (2020). The Canary in the Mine: Remote Learning in the Time of COVID-19. *Journal of Curriculum and Teaching, 9*(3), 76. <https://doi.org/10.5430/jct.v9n3p76>
- Felten, P., & Lambert, L. M. (2020). *Relationship-rich Education: How Human Connections Drive Success in College*. Johns Hopkins University Press.
- Ferguson, M. R. (2023). Reflections on the Value of the Classroom: Animated Narratives about Student Engagement and Learning Under Lockdown at an International College in Thailand. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00719-z>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active Learning Increases Student Performance in Science, Engineering, and Mathematics. *Proceedings of the National Academy of Sciences, 111*(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
- Griffith A. S., & Altinay, Z. (2020). A Framework to Assess Higher Education Faculty Workload in U.S. Universities. *Innovations in Education and Teaching International, 57*(6):691-700. <https://doi.org/10.1080/14703297.2020.1786432>
- Hora, M.T. (2016). Navigating The Problem Space of Academic Work: How Workload and Curricular Affordance Shape STEM Faculty Decisions About Teaching and Learning. *AERA Open, 2*(1), 1-19. <https://doi.org/10.1177/2332858415627612>
- Kelly, T. L. J., Nivillac, N. M. I., & Wilson P. (2023). Adjusting Teaching Loads to Recognize the New Reality of Teaching. *Workshop presented at Western Conference on Science Education, July 14, 2023*.
- Kemp, N., & Grieve, R. (2014). Face-to-Face or Face-to-Screen? Undergraduates’ Opinions and Test Performance in Classroom vs. Online Learning. *Frontiers in Psychology, 5*. <https://doi.org/10.3389/fpsyg.2014.01278>
- Lewis, K. L., Stout, J. G., Finkelstein, N. D., Pollock, S. J., Miyake, A., Cohen, G. L., & Ito, T. A. (2017). Fitting in to Move Forward: Belonging, Gender, and Persistence in the Physical Sciences, Technology, Engineering, and Mathematics (pSTEM). *Psychology of Women Quarterly, 41*(4), 420–436. <https://doi.org/10.1177/0361684317720186>
- Mazur, E. 1997. *Peer Instruction: A User’s Manual*. Prentice-Hall, Upper Saddle River, NJ

- O'Neill, D. K., Reinhardt, S., & Jayasundera, K. (2022). What Undergraduates Say About Choosing an Online Or In-Person Course: Qualitative Results from A Large-Sample, Multi-Discipline Survey. *Higher Education Research & Development*, 41(4), 1199–1214. <https://doi.org/10.1080/07294360.2021.1896484>
- Ong, J., De Santo, R., Heir, J., Siu, E., Nirmalan, N., Ofori, M., Awotide, A., Hassan, O., Ramos, R., Badaoui, T., Ogley, V., Saad, C., Sabbatasso, E., & Morrissey Wyse, S. (2020, December 2). 7 Missing Pieces: Why Students Prefer In-person over Online Classes. *University Affairs*.
- Owens, M. T., Trujillo, G., Seidel, S. B., Harrison, C. D., Farrar, K. M., Benton, H. P., Blair, J. R., Boyer, K. E., Breckler, J. L., Burrus, L. W., Byrd, D. T., Caporale, N., Carpenter, E. J., Chan, Y.-H. M., Chen, J. C., Chen, L., Chen, L. H., Chu, D. S., Cochlan, W. P., ... Tanner, K. D. (2018). Collectively Improving Our Teaching: Attempting Biology Department-wide Professional Development in Scientific Teaching. *CBE—Life Sciences Education*, 17(1), ar2. <https://doi.org/10.1187/cbe.17-06-0106>
- Photopoulos, P., Tsonos, C., Stavrakas, I., & Triantis, D. (2022). Remote and In-Person Learning: Utility Versus Social Experience. *SN Computer Science*, 4(2), 116. <https://doi.org/10.1007/s42979-022-01539-6>
- Rosenberg, M. & Claire McCullough. (1981). Mattering: Inferred significance and mental health among adolescents. *Research in Community & Mental Health*, 2, 163–182.
- Smith, E. 2023. YFile. Launch of iClass to enhance LA&PS student learning. Accessed August 31, 2023. <https://yfile.news.yorku.ca/2023/08/25/launch-of-iclass-to-enhance-laps-student-learning/>
- Sofianidis, A., Meletiou-Mavrotheris, M., Konstantinou, P., Stylianidou, N., & Katzis, K. (2021). Let Students Talk about Emergency Remote Teaching Experience: Secondary Students' Perceptions on Their Experience during the COVID-19 Pandemic. *Education Sciences*, 11(6), 268. <https://doi.org/10.3390/educsci11060268>
- Strayhorn, T. L. (2019). *College Students' Sense of Belonging: A Key to Educational Success for All Students* (Second edition). Routledge.
- Theobald, E. J., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., Behling, S., Chambwe, N., Cintrón, D. L., Cooper, J. D., Dunster, G., Grummer, J. A., Hennessey, K., Hsiao, J., Iranon, N., Jones, L., Jordt, H., Keller, M., Lacey, M. E., Littlefield, C. E., ... Freeman, S. (2020). Active Learning Narrows Achievement Gaps for Underrepresented Students in Undergraduate Science, Technology, Engineering, and Math. *Proceedings of the National Academy of Sciences*, 117(12), 6476–6483. <https://doi.org/10.1073/pnas.1916903117>
- Vaillancourt, T., Brittain, H., Krygsman, A., Farrell, A. H., Pepler, D., Landon, S., Saint-Georges, Z., & Vitoroulis, I. (2022). In-Person Versus Online Learning in Relation to Students' Perceptions of Mattering During COVID-19: A Brief Report. *Journal of Psychoeducational Assessment*, 40(1), 159–169. <https://doi.org/10.1177/07342829211053668>
- Van Merriënboer, J. J. G., McKenney, S., Cullinan, D., & Heuer, J. (2017). Aligning Pedagogy with Physical Learning Spaces. *European Journal of Education*, 52(3), 253–267. <https://doi.org/10.1111/ejed.12225>

Appendix A
Keywords, topics, and concepts used during initial literature search

Keywords

- In-person teaching & learning
- Evidence-informed learning
- Evidence-based practices
- benefits or advantage or value or impact or contributions of in-person education or face-to-face instruction or in-person learning or classroom interaction
- commuter student experiences
- barriers to evidence-based teaching in higher education
- Improving classroom experiences
- Student engagement in the classroom
- Enhancing instructor-student interactions
- Fostering active learning environments
- Optimizing the physical classroom space
- classroom community
- joy/excitement

Topics/Concepts

- Student-focused & instructor-focused teaching & learning
- Including best practices (incl. evidence-based practices) in appendices so instructors will adopt them
- Steps need to be realistic and easily implemented
- How can personalized support be increased within in-person settings?
- Careful not to negate online modalities, which have their advantages too.
- How can we enhance in-person teaching & learning? A balance of both is key and sometimes online learning translates to better student experiences.
- Scholarly teaching can be used in descriptor and cross-cutting considerations can be mentioned in report. It can also be mentioned that the Teaching Commons can be reached for support.
- To help instructors differentiate between what works well with in-person and what is good to go online, we can consider including Teaching and Learning scenarios to elaborate (using examples) in-person components and online components, perhaps hybrid too.

Appendix B

Survey of students as to perceived value of in-person learning and Informed Consent

Goal of the survey: What motivates students to come to campus (not only to in-person classes)?

- What are the elements of in-person instruction that are beneficial for learning, from a student perspective?
- What are the out-of-classroom on-campus experiences that students value?
- ***Inclusion criteria: must have completed at least one year of study at York University***

The survey was developed by WG1 members in consultation with Victoria Ng of OIPA.

Informed Consent

You are invited to participate in a research study on the value of in-person teaching at York University. The Task Force for the Future of Pedagogy is a joint endeavour from York University's Academic Policy, Planning and Research Committee and Academic Standards, Curriculum and Pedagogy Committee (APPRC-ASCP). The mandate of the Task Force is to "re-examine the UAP Priority on 21st Century Learning broadly", taking into consideration the role of in-person learning and what value this brings to teaching and learning at our commuter campuses. To fully address this, we must know what students' thoughts are regarding their in-person learning experiences and the perceived value of in-person learning, particularly which teaching practices increase the value of the in-person learning experience.

For this reason, we would like to survey undergraduate and graduate students who have completed at least one year of instruction at York University on their perceptions of in-person teaching and the potential value it brings to their learning experiences. This survey would allow us to find out views specific to York University students, particularly those who have experienced both online and in-person learning in higher education, as well as to explore whether commuting distance and demographic variables are aligned with certain perceptions of in-person learning.

Undergraduate and graduate students at York University will be asked to complete a short survey (completion time ~ 15 minutes) about their experiences with in-person learning and perceptions of valuable in-person practices. Links to the survey will be sent to all York University students and will be posted to the eClass main page. Survey responses will be anonymous. If respondents wish to be enrolled in a draw for one of five \$50 gift cards to a campus service (e.g., Starbucks, Aroma) they will be directed to a link to another form where they will enter their email address. This form will not be tied to the survey responses in any way and thus we will be unable to identify student responses. Emails will not be tied to answers submitted.

Your participation in the study is completely voluntary and you may choose to stop participating at any time before submitting your survey responses. Your decision to participate or decline participation in this study is completely voluntary and will have no effect on your current academic status or future relations with York University. In the event you withdraw from the study after the responses have been submitted, there is no way to go back and remove your data as the responses are completely anonymized and have no identifiable information linking back to you. Although your participation in this research may not benefit you personally, it will help us understand how course instructors can guide their students to achieve academic success in the context of in-person classroom instruction.

The researcher(s) acknowledge that the host of the online survey, [\[insert name here of platform\]](#), may automatically collect participant data without their knowledge (i.e., IP addresses). Due to the anonymous nature of this survey, this information will not be provided or made accessible to the researchers. Because this project

employs e-based collection techniques, data may be subject to access by third parties because of various security legislation now in place in many countries and thus the confidentiality and privacy of data cannot be guaranteed during web-based transmission.

This research has received ethics review and approval by the Human Participants Review Sub-Committee, York University's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have questions about this project, you may contact Dr. Tamara Kelly by email (tjkelly@yorku.ca). If you have any questions about this process, or about your rights as a participant in the study, please contact the Sr. Manager & Policy Advisor for the Office of Research Ethics, 5th Floor, Kaneff Tower, York University (telephone 416-736-5914 or e-mail ore@yorku.ca).

I have read and understand the contents of the digital consent form above. By clicking "Yes", I acknowledge this as the equivalent to signing a paper consent form.

- Yes
- No

Survey

Background Questions

1. What is your home campus?
 - Keele campus
 - Glendon campus
2. Do you live on campus during academic terms?
 - Yes
 - No

If no to previous question

3. How long does it take you to commute to campus (one-way, in minutes)? Validated number: []
4. In the past year, on average, how many days per week have you come to campus during your academic terms?
 - 0 days per week on-campus
 - 1 day
 - 2 days
 - 3 days
 - 4 days
 - 5 days
 - 6 days
 - 7 days per week on-campus
5. In the last year (since September 2022), for how many of your courses did you regularly attend in-person?
 - 0

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10+

Aspects of course formats that affect preference

1. If a course you wanted to take was offered in different formats (online, in-person, hyflex), which format would you prefer?
 - Online
 - In-person
 - Hyflex (define: In a “**Hyflex**” course some students attend in-person, while others attend remotely, but all students attend course activities at the same time)

Ranking question

Item	Online	In-person	Hyflex	Not applicable
Lectures/Class/Seminars				
Labs/Tutorials/Studios				

2. Going forward, if you had the option between attending your classes online (synchronously or asynchronously) or in-person, what factors would influence your choice? Your answers could be related to learning, social factors, practical factors, etc.
3. What do you like about attending courses in person? Your answers could be related to learning, social factors, practical factors, etc.
4. What do you dislike about attending courses in person? Your answers could be related to learning, social factors, practical factors, etc.
5. What do you like about attending courses online? Your answers could be related to learning, social factors, practical factors, etc.
6. What do you dislike about attending courses online? Your answers could be related to learning, social factors, practical factors, etc.
7. How many in-person days per week on campus would be a good schedule for you?
 - 0 days per week on-campus
 - 1 day
 - 2 days
 - 3 days
 - 4 days

- 5 days
- 6 days
- 7 days per week on-campus
- No preference

8. What kind of flexibility in terms of course format choices (e.g., online, in-person, blended, hyflex) do you think is needed to best support your learning and university experience as a whole?

Use of campus when in-person

9. Other than attending your courses, what else do you do on campus?

- Socialize with friends and/or classmates
- Employment on-campus
- Access library resources (e.g. research; librarian consultations)
- Access quiet study spaces
- Access group study spaces
- Access technology (e.g. software, labs)
- On-campus employment
- Shop at local businesses
- Eating food brought from home
- Eating in on-campus restaurants/cafeterias
- Access administrative services (e.g., financial office, registrars office)
- Access student services (e.g., writing centre, accessibility and well-being office)
- Use green spaces
- Use the gym
- Other _____
- None of the above

10. Would improvements in any of the following make you want to spend more time on campus (outside of your class time)?

- Activities organized by student associations
- Social activities organized by York
- Extracurricular academic opportunities (e.g. research)
- Employment on-campus
- Study space availability
- Study space quality
- Gym activities
- Library facilities
- Transportation options
- Other (please specify): _____
- None of the above

11. Are there on-campus services that you would want to use that are not offered?

12. Have you used on-campus spaces to attend classes virtually?

- a. Yes

- i. If yes, how does the space suit your needs (e.g., is it adequate, functional)?
(Not very well, Not well, Neutral, Well, Very well)
 - b. No
 - ii. If no, why not?

13. Have you used on-campus spaces to study or do course work (individually or in a group)?

- a. Yes
 - i. If yes, how does the space suit your needs (e.g., is it adequate, functional)?
(Not very well, Not well, Neutral, Well, Very well)
- b. No
 - ii. If no, why not?

Background (Demographics):

1. What is your most recent completed year of study?
 - Undergraduate – first year
 - Undergraduate – second year
 - Undergraduate – third year
 - Undergraduate – fourth year and above
 - Masters
 - PhD
2. What is your age? (open-ended)
3. Are you a caregiver of dependents? Generally, a dependent is someone who relies on you for financial and/or physical support.
 - Yes
 - No
 - I prefer not to answer.
4. Do you identify as someone with a disability (physical, mental, sensory, learning, etc.)
 - Yes
 - No
5. Do you identify as someone who is a gender minority? (NB: wording from OIPA)
 - Yes
 - No
6. Do you identify as someone who is a sexual orientation minority? (NB: wording from OIPA)
 - Yes
 - No
7. Do you identify as an ethnic/racial minority?
 - Yes
 - No
8. Do you have anything else you would like us to know about your in-person/online learning experiences?

Appendix C
HPRC Protocol

York University Office of Research Ethics

HUMAN PARTICIPANTS REVIEW COMMITTEE (HPRC)

PROTOCOL INSTRUCTIONS

Who should complete this Protocol Form?

All faculty members (including contract, and seconded) who are conducting funded or un-funded, minimal or more than minimal risk* research that involves the use of human participants, must complete this Protocol Form. **Students who are conducting funded research, more than minimal risk research, clinical research or Aboriginal research that involves the use of human participants must also complete this form.** This includes all experiments, interviews, and participant observation.

If you are a graduate student conducting research for a thesis or dissertation and your research is non-funded AND minimal risk please consult the FGS website for the appropriate forms and submission procedures.

If you are a graduate or undergraduate student conducting course related research (including an MRP) and your research is non-funded and minimal risk please consult with the office of your Department Chair, Program Director or Program Assistant to discuss the approval process for your research.

**The HPRC uses the definition of minimal risk as outlined in the SSHRC/NSERC/CIHR Tri-Council Policy Statement "Ethical Conduct for Research involving Humans" (2014): "If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk" (p. 1.5). An expanded version of this definition is available from ORE upon request.*

How long will the review process take?

The average time to process minimal risk protocols is approximately twenty working days from the date of receipt in the Office of Research Ethics (ORE). **INCOMPLETE OR ILLEGIBLE PROTOCOLS WILL BE RETURNED TO THE RESEARCHER, WHICH WILL DELAY THE ETHICS REVIEW PROCESS.**

Online Ethics Review System

To submit your protocol, please use the [Online Ethics Review System](#). Please note that the system is currently only accessible to faculty members and requires a York Passport Account. A signed hardcopy of your application is *not* required if you are submitting your protocol via the online system.

If you *do not* have access to the [Online Ethics Review System](#), protocol submissions (with electronic or scanned signatures) may be sent by email to ore@yorku.ca.

Who can I contact if I have any questions?

Please contact the Coordinator, Research Ethics Review, Office of Research Ethics at ext. 55201 or ore@yorku.ca.

Research Ethics Guidelines: Please visit our [website](#) for guidelines that speak to a number of ethics review related matters.

HPRC PROTOCOL DOCUMENT CHECKLIST

Please attach the following items, if applicable, to the HPRC Protocol Application.

NOTE: Please ensure ALL fields in this application are filled out. For sections that apply please mark with an “x;” for sections that do not apply, please mark as “n/a.”

1. Consent documents (Check all that are applicable):

	Consent Form
	Substitute Consent Form (Parental/Guardian consent) — required if your research participants are under 16 years of age or without capacity to consent
	Assent Form — required if your research involves substitute consent
	Verbal Consent Script — required if you plan to seek verbal consent for any of the research participants
x	On-line Consent Script — required if participants are asked to consent online
	Consent for Audio/Visual/ Taping Form — required if you plan to use audio recording or photographs of participants. This may be included in the regular consent form as an additional check box.
	Decisions Needed From Other REB Boards — required if your research requires ethics approval from an institution other than York University

2. External permissions and approvals (if applicable):

	External REB approval required – certificate attached
	External institutional permission required – documentation provided
	Internal institutional permission/approval required (eg OIPA) – documentation provided
	Medical directive
	Clinical Trial - registration
	Clinical Trial – other
	Research Agreement(s) – append all copies
	Data Use Agreements
	Biosafety Permit
	Radiation Safety Approval

3. Test Instruments:

X	Questionnaires and Test Instruments
	Draft interview, focus group questions

4. Recruitment:

	Recruitment Materials: Posters, Letters, Participant Pool Advertisement, etc.
--	---

5. Debriefing:

	Debriefing Letter/Information – required if your research involves deception (see Section 10, Informed Consent form for details)
	Debriefing Consent Document – required following administration of debriefing statement (if your research involves deception)

OTHER:

	Aboriginal Research Ethics Checklist
	Reviewed: Clinical Trial Research Guidelines
	Provenance of Anonymous Data
	Research Team Member Confidentiality Agreement
	Participant Images Informed Consent Addendum

HPRC PROTOCOL FORM

PART A - GENERAL INFORMATION

1. **Name of Principal Investigator(s):** Tamara Kelly

2. **Department and Home Faculty (or Research Centre/Institute):** Biology

Campus Mailing Address: 311 Lumbers **Extension:** 22972

Researcher's E-mail:
tjkelly@yorku.ca

3. **Names of any other persons involved in the data collection:**

	Name	Role	Institution/ Research Centre
a)	Mandy Frake-Mistak	Member of working group on Task Force on Future of Pedagogy	York University
b)	Natasha May	Member of working group on Task Force on Future of Pedagogy	York University
c)	Kathleen Fortune	Member of working group on Task Force on Future of Pedagogy	York University
d)	Pooja Vashisth	Member of working group on Task Force on Future of Pedagogy	York University
e)	Stephanie Marion	Member of working group on Task Force on Future of Pedagogy	York University
f)			
g)			
h)			

4. **Status of Principal Investigator:**

- York Faculty Member
- Graduate Student
- Undergraduate Student
- Other:

If student, please provide course director's/ supervisor's/ advisor's name:

If external researcher, provide institutional REB approval certificate number:

(Note: External researchers must append a copy of home institution REB approval certificate to this protocol in order for the HPRC to review.)

5. **Title of Research Project:** Student perceptions of in-person teaching

6. **Is this research defined as:**

- Minimal Risk
 - More than Minimal Risk
- (Please see (*) footnote on first page for definition of minimal risk.)

Note: Full board review is required for ALL research that is more than minimal risk. A full board review requires a meeting of the HPRC for the purposes of providing final approval and which, as a consequence, may take longer to review.

7. If your research involves the use of human tissue/ blood/ body fluid and/or invasive procedures, please refer to the Submission and [Ethics Review Guidelines](#) for Research Involving Invasive Procedures and/or Collection of Human Bodily Fluids confirm whether Biosafety approval is in place:

- N - HPRC protocol cannot be reviewed until the Biosafety Permit is in place.
- Y - Certificate number: _____ (Please append a copy of your approval certificate to your application.)
- Not applicable

For more information on Biosafety please contact the Occupational Health Coordinator and Biosafety Officer (phone: ext. 44745).

8. If your research involves the use of radioactive materials and/or radiation exposure, please confirm whether Radiation Safety approval is in place:

- N - HPRC protocol cannot be reviewed until the Radiation approval certificate is in place.
- Y - Certificate number: _____ (Please append a copy of your approval certificate to your application)
- Not applicable

For more information on Radiation training please contact the Radiation Safety Officer (RSO), Department of Occupational Health and Safety, ext. 44745

9. a.) Does your research involve Aboriginal/Indigenous Peoples?

- N
- Y

b.) Should your answer require clarification, please describe in the space below why your research may or may not involve Aboriginal/Indigenous peoples:

The following questions may assist in determining whether your research involves Aboriginal/Indigenous peoples:

(i)	Will the research be conducted on Aboriginal land (Canada; international) for which permission and/or approval from an authority (such as a band council, First Nations Research Ethics Board etc.) may be required?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
(ii)	Will recruitment criteria include Aboriginal identity as either a factor for the entire study or for a subgroup of the study?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
(iii)	Will the research seek input from participants regarding an Aboriginal peoples' cultural heritage, artefacts, or traditional knowledge?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
(iv)	Will research in which Aboriginal identity or membership in an Aboriginal community be used as a variable for the purpose of analysis of the research data?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
(v)	Will interpretation of research** results refer to Aboriginal communities, peoples, language, history or culture?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y

(Note: "Research" does not include literary criticism and/or history (excluding oral history) and/or primarily textual

activities)

If you have answered 'Yes' to any of the above noted questions, then your research involves aboriginal/indigenous peoples. Researchers are required to familiarize themselves with the [Aboriginal Research Ethics Guidelines](#) and complete the [Checklist - Research Involving Aboriginal people](#). Note that research involving aboriginal people will first be reviewed by the Aboriginal Research Ethics Advisory Group prior to being forward to the HPRC. Researchers may receive initial comments from the AREAG for which a response will be required.

10. Clinical Trials: Additional regulatory requirements and/or registration requirements may be required for research defined as a clinical trial. Failure to obtain applicable regulatory approvals or registrations may impact the conduct of research and/or the ability to publish results. Researchers are responsible for ensuring that they are compliant with all relevant regulatory requirements and registrations as they speak to the conduct of clinical trials.

A clinical trial is defined as:

"...any investigation involving participants that evaluates the effects of one or more health-related interventions on health outcomes. Interventions include, but are not restricted to, drugs, radiopharmaceuticals, cells and other biological products, surgical procedures, radiologic procedures, devices, genetic therapies, natural health products, process-of-care changes, preventive care, manual therapies and psychotherapies. Clinical trials may also include questions that are not directly related to therapeutic goals – for example, drug metabolism – in addition to those that directly evaluate the treatment of participants.(TCPS, 2nd edition, 2014)."

a) Is your research defined as a clinical trial? N Y

If 'Yes:'

i. Have you registered your trial? N Y

ii. Please provide the registration number and location:

b) Does your research require Regulatory Approval? (e.g. Health Canada or US FDA)

N Y

If 'Yes:'

i. Please provide confirmation of Regulatory Approval:

NOTE: Protocols that include clinical trial research will be accepted for review by the HPRC; however, only **a conditional approval will be granted** until such time as necessary regulatory approval and/or registration has been obtained (where and when applicable)

11. Is this a revised version of a protocol previously reviewed by the HPRC?

N

Y

If 'Yes,' please explain:

12. Approximate dates for proposed study (mm/yy):

Start: 07/23

End: 12/23

13. Is any anticipated funding for this project from internal (i.e., York University) sources?

N

Y

If 'Yes,' what is the funding source?

14. Is any anticipated funding for this project from any external (i.e., outside York) sources?

- N
 Y

If 'Yes,' what is the funding agency and/or program?

15. Does this research involve another institution? Research involving another institution (such as a school, university, business, government agency) may require additional ethics review and approval or permissions if using institutional resources (such as internal listservs, or conducting interviews on the premises of the institution).

- N
 Y

NOTE: If the research is to be conducted at a site requiring ethics approval or administrative permission, please include all draft informed consent forms/administrative permission requests. It is the responsibility of the researcher to determine what other means of clearance are required, and to obtain clearance prior to starting the project.

If 'Yes', please complete the following:

<p>a) Does the research involve another institution or site? <i>If 'Yes,' specify the institution(s)/site(s), indicate if permission/ approval is required and attach copies of the permissions/ approvals :</i></p>	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
<p>b) Do any of the institution(s)/site(s) require administrative permission? <i>If 'Yes,' specify the institution(s)/site(s) and provide a copy of the letter of permission:</i></p>	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
<p>c) Has any other REB cleared this project? <i>If 'Yes,' please submit the original application and provide a copy of the clearance letter:</i></p>	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y

PART B - RESEARCH INFORMATION

1. PROJECT DESCRIPTION

In layperson's terms, please provide a general and brief description of the research (e.g., hypotheses, goals and objectives, etc.).

The Task Force for the Future of Pedagogy is a joint endeavour from York University's Academic Policy, Planning and Research Committee and Academic Standards, Curriculum and Pedagogy Committee (APPRC-ASCP). The mandate of the Task Force is to "re-examine the UAP Priority on 21st Century Learning broadly", taking into consideration the role of in-person learning and what value this brings to teaching and learning at our commuter campuses. To fully address this we must know what York University students' thoughts are regarding their in-person learning experiences and the perceived value of in-person learning, particularly which teaching practices increase the value of the in-person learning experience. Available literature in this area is thin--particularly with respect to students who commute--and seems to be an emerging area. As well, of the literature that does exist, the premise is online vs. in-person, a false dichotomy that we do not want to endorse. Of the work completed recently, the framing of the questions and the answers received have been impacted by when during the pandemic the surveys were conducted. Those from the beginning of the pandemic were completed by students who were (typically) new to online courses (and many of those were not truly online courses but courses for which delivery pivoted from in-person to online when the lock-down occurred). This contrasts with those for which surveying was done after students had nearly two years of online learning under their belt and many respondents likely did not have in-person experiences in higher education. These differences have led to conflicting conclusions based on what previous experiences the respondents have.

For this reason we would like to survey York University undergraduate and graduate students on their perceptions of in-person teaching and the potential value it brings to their learning experiences. This survey would allow us to find out views specific to York University students, particularly those who have experienced both online and in-person learning in higher education, as well as to explore whether commuting distance and demographic variables are aligned with certain perceptions of in-person learning.

2. PARTICIPANTS

a.) State who the participant(s) will be: Describe the participants that will be recruited and about whom personal information will be collected (i.e., numbers, age, special characteristics, etc.). Describe the size of the group from which participants will be recruited and the estimated number needed for the research (minimum/maximum). Where active recruitment is required, please describe inclusion and exclusion criteria. Where the research involves extraction or collection of personal information, please describe from whom the information will be obtained and what it will include (*include permission letters*).

All students at the Keele and Glendon campuses who have completed at least one year of studies at York University will be asked to complete the survey. Links will be sent by email through the Registrars Office, as well as posted to eClass and other University websites.

b.) Please indicate if this study will be using a participant pool Y N

If 'Yes', please indicate which pool(s):

- URPP
- Schulich Marketing pool
- School of Administrative Studies participant pool
- KURE
- Glendon Participant Pool
- Other:

3. RECRUITMENT

- a) **How will participants be recruited (e.g., snowball technique, random sampling, previously known to interviewer, telephone solicitation, etc.)? Please elaborate on each of the methods of recruitment.** Recruitment will be done via York University email and posting on York University websites by the Office of Institutional Planning and Analysis (OIPA).
- b) **Will you be using any advertisements, flyers, posters, email scripts, social media postings, etc. for recruitment purpose?**
 N
 Y - *If 'Yes,' please attach a copy of each with your application.*

4. INDUCEMENTS:

- a) **Will you be offering inducements to participate (e.g., money, gift certificates, academic credit, etc.)?**
 N
 Y - *If 'Yes,' please check all that apply:*
- Financial:
 - In-kind:
 - Draw: five \$50 gift cards
 - Participant Pool Bonus Points:
 - Other:

If you are offering, inducements/compensation, please specify the inducement/ compensation being offered. Please note that inducements/ compensation cannot be tied to completion. Participants have the right to withdraw without penalty – including financial. :

We will have a draw for one of five \$50 gift cards to a campus service (e.g., Starbucks, Aroma).

- b) **If compensation is provided, please provide the source of funding for the compensation/incentive:**

5. METHODS:

- a) **Please indicate all the research methods that apply:**
- | | |
|---|---|
| <input type="checkbox"/> Action Research | <input type="checkbox"/> Ethnography |
| <input type="checkbox"/> Observation | <input checked="" type="checkbox"/> Survey |
| <input type="checkbox"/> Documentary/Filmmaking | <input type="checkbox"/> Focus Group |
| <input type="checkbox"/> Experimental Lab Study | <input type="checkbox"/> One-on-One Interview |
| <input type="checkbox"/> Oral/Life History | <input type="checkbox"/> Human Tissues |
| <input type="checkbox"/> Experimental Behavioural Study | <input type="checkbox"/> Online Research |
| <input type="checkbox"/> Face-to-Face Research | <input type="checkbox"/> Other: |

- b) **Do any of the methods involve:**
- Audio Recording? N Y
 Photographic/Still Recording? N Y
 Video Recording? N Y

Please note that explicit consent is required to use these methods of recording. Please see Section 10, "Informed Consent" for details.

Further, If you are using recordings, please note that you will be required to account for how they will be safely stored, eventually destroyed or archived, and how, if used in research dissemination, confidentiality will be maintained (please see section 11 "Data Security" for details:

- c) **What will be required of the participant(s).** Clearly specify in a **step-by-step** outline exactly what the participant(s) will be asked to do in each methodology. **A separate outline is required for each methodology.** Include the settings, types of information to be involved, and how data will be analyzed. Include details about identifying participants, recruitment, procedures participants will undertake, etc. **Include copies of study instruments. Please also include the estimated time commitment required of participants for each method.**

Undergraduate and graduate students at York University will be asked to complete a short survey (completion time ~ 15 minutes) about their experiences with in-person and virtual learning and perceptions of valuable in-person practices. Links to the survey will be sent to all York University students and will be posted to the eClass main page. Surveys will be anonymous. If respondents wish to be enrolled in a draw for one of five \$50 gift cards to a campus service (e.g., Starbucks, Aroma) they will be directed to a link to another form where they will enter their email address. This form will not be tied to the survey responses in any way and thus we be unable to identify student responses. Emails will not be tied to answers submitted.

- d) **What is the experience of the researcher/research team with this kind of research?** Please provide a description of the individual team members' experience with the proposed methods, participant population, etc.

Tamara Kelly is formally trained in science education research and has discipline-based educational research experience, using both quantitative and qualitative analyses.

Stephanie Marion is a psychological scientists with over 15 years of experience designing and conducting empirical research using mixed methods.

All of the faculty involved in data collection are practitioners of scholarly teaching and have a dedicated interest in improving our offerings and student experiences at York University using evidence-based methods.

6. RISK:

Please indicate potential risks that the participants as individuals or as part of an identifiable group or community might experience by being part of this research project. **Please provide a response for all sub-questions:**

a) Physical risks (including any bodily contact; administration of any substance)?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
b) Psychological/emotional risks (feeling uncomfortable, embarrassed, anxious, upset)?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
c) Social risks (including possible loss of status, privacy and/or reputation)?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
d) Data security (i.e., risk to participant from data exposure)?	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
e) Tied to deception involved in the study? (See DEBRIEFING section below)	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y
f) OTHER:		
g) No known or anticipated risk: <input checked="" type="checkbox"/>		

Please describe how each of the potential risks described above will be managed and/or minimized:

7. BENEFITS

What, if any, are the benefits to the participants?

Or, No benefits

- a) Discuss any potential direct benefits to the participants from their involvement in the project; these might include education about research methods, useful knowledge gained about self, etc.
No direct benefits.
- b) Comment on the (potential) benefits to the scientific/scholarly community or society that would justify involvement of participants in this study.
This work will help us in determining student perceptions of in-person experiences such that we can elucidate the elements of in-person instruction that are valued by students including the on-campus experience attendant with in-person classes.

8. SECONDARY ANALYSIS OF DATA:

NOTE: Secondary Data Analysis is described as the analysis of data involving human participants collected for a purpose other than that for which it was originally collected in order to pursue a research interest which is distinct from that of the original work. Researchers are advised to review the "[Secondary Data Analysis Guidelines](#)" for further information on requirements related to use of secondary data for research purposes.

a.) Are you conducting secondary data analysis?

- N – If 'No,' please go to Question 9
 Y

If 'Yes,' please answer the following questions:

- i) Are you using **Anonymous Data**? (data which never included personal identifiers)
 N
 Y - If 'Yes,' please provide a description of the provenance of the data set:

NOTE: Research that relies **solely** on secondary analysis of anonymous data is exempt from ethics review.

- ii) Are you using **Anonymized data**? (Data which has been stripped of personal identifiers; no potential for data linkage.)
 N
 Y - If 'Yes,' please provide a description of the provenance of the data set:

- iii) Are you using **Identifiable data**?
 N
 Y - If 'Yes,' please provide a description of the provenance of the data set:

b.) If you are conducting secondary analysis using **IDENTIFIABLE DATA**, please address the following:

- i) Do you plan to link this identifiable data to other data sets?
 N
 Y - If 'Yes,' please describe:
- ii) What type of identifiable data from this data set are you planning to access and use?
 Student records (please specify in the space below)
 Health records/clinic/office files (please specify in the space below):
 Other personal records. Please specify:
- iii) What personally identifiable data (e.g., name, student number, telephone number, date of birth, etc.) from this data set do you plan on using in your research? Also, please explain why you

need to collect this identifiable data and justify why each item is required to conduct your research.

iv) Describe the details of any agreement you have, or will have, in place with the owner of this data to allow you to use these data for your research. (***You must submit a copy of any data use/access agreements.***)

v) When participants first contributed their data to this data set, were there any known preferences expressed by participants at that time about how their information would be used in the future?

N

Y - If 'Yes,' please explain:

vi) How will you obtain consent from the participants whose identifiable data you will be accessing? Please explain:

NOTE: Consent of participants is required for research involving secondary analysis of data that includes personal identifiers. Waiver of consent may only be considered if researchers meet the additional criteria. Please consult the [Secondary Data Analysis guidelines](#) for further information.

vii) If you do *not* intend to seek consent of participants for use of identifiable data for secondary analysis, please provide a rationale as to why:

9. CONFLICT OF INTEREST:

a) **Is there a possibility of an apparent, actual or potential conflict of interest on the part of researchers, the University or sponsors? (e.g. commercialization of research findings; self-funded research)**

N

Y - If 'Yes,' please elaborate and outline how the potential or real conflict of interest will be addressed:

b) **Do any members of the research team have multiple roles with potential participants (such as researcher and therapist, researcher and teacher, student/supervisor, etc.)**

N

Y - If 'Yes,' please review [Research Involving Investigators' Students](#)

i) Describe the nature of the multiple roles between researcher(s) and any participants:

It is possible that some of the respondents will have had (or will have) some of the researchers as professors.

ii) Describe how the potential conflict of interest that will emerge as a result of the dual roles will be minimized or managed:

Since participation is anonymous, and no individual researcher will actively recruit students (i.e., recruitment will be done passively by sending the survey invitation and link to the population of interest), there will be no way for researchers to know which students have participated and which have not. Therefore, students' decision to participate or not will not impact their relationship with their professors. Email addresses collected for the draw in a separate form (not linked to responses) and will be available only to a member of the research team who does not have a dual role.

c) **Are there any restrictions regarding access to or disclosure of information/results/data at any point during the study including completion that the funder/sponsor has placed on the researchers.** (These include controls placed by sponsors, funding sources, advisory or steering

committees.)

N
 Y

If 'Yes,' please describe:

10. INFORMED CONSENT

a) Is there a relationship between participants and either of the following:

Person obtaining consent: N Y
Investigator(s): N Y

If 'Yes,' what steps will be taken to avoid the perception of undue influence in obtaining free and informed consent:

Participation in the survey is optional, as per the consent form. The consent process will be done fully online.

It is possible that some of the respondents will have had (or will have) some of the researchers as professors, however, since participation is anonymous, and no individual researcher will actively recruit students (i.e., recruitment will be done passively by sending the survey invitation and link to the population of interest), there will be no way for researchers to know which students have participated and which have not. Therefore, students' decision to participate or not will not impact their relationship with their professors. Email addresses collected for the draw in a separate form (not linked to responses) and will be available only to a member of the research team who does not have a dual role.

b) Ongoing consent is required if the research occurs over multiple occasions or over an extended period of time.

Does the research occur over multiple occasions and/or over an extended period of time?

N
 Y

If 'Yes,' please describe the process of how you intend to obtain ongoing consent:

c) Is substitute consent involved (e.g., children, youths under 16, those without capacity to consent)?

N
 Y

If 'Yes,' please elaborate on how consent and assent will be obtained (please append a parental/guardian consent form and an assent form/ script must):

d) Is Deception involved? Specifically, do you intend to withhold any information from and/or intentionally mislead the research participants?

N – Please go to Question E
 Y

If 'Yes:'

- i) **Please provide a description of the nature of the deception and whether it is full or partial:**

Please provide a rationale as to why deception (in whole or part) is required:

ii) **Please append a copy of the debriefing statement.**

The debriefing statement needs to explain three elements:

- (i) *Why the experiment was developed and why the deception was necessary.*
- (ii) *What the current research says about the topic, which includes providing two references (text, article, on-line reference) that the participants can reasonably access and understand (if you have an academic and non-academic population, you may need to provide more than one version of the debriefing statement or make sure that the references can be accessed by the least educated of the population).*
- (iii) *Any additional resources that would be useful for the participant. Resources need to be appropriate and accessible for the participants. For example, if you are conducting a study on parenting, you could include community resources for parenting classes or recommendations for parenting guides. (Source: Univ. Virginia, IRB).*

Researchers must re-obtain consent from the participants once the debriefing statement has been provided. Participants shall be provided with and sign the "[Debriefing Consent Form](#)."

iii) **If a debriefing statement will not be provided to the participants, please provide a rationale as to why a statement will not be provided:**

iv) **For studies that are not deceptive**, briefly describe the process and nature of any immediate post-study information that will be provided to participants and the rationale for providing this information (e.g., counseling or trauma resources, information links, etc.):

e) **How will informed consent be obtained? (Please check all that are applicable):**

Informed Consent Form (please attach draft version) (and assent form if relevant)

Verbally* (please attach draft approximation of what participants will be verbally told)

***If informed consent is being obtained verbally, please provide a rationale regarding why a written informed consent form is not being used:**

Online Consent Form** (please attach draft version)

****If online consent is being obtained, please indicate the website where the questionnaire/survey will be hosted:**

We will make this the first question of the survey?

11. DATA SECURITY:

Privacy refers to an individual's right to be free from intrusion or interference by others. It is a fundamental right in a free and democratic society. The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. Security refers to measures used to protect information. It includes physical, administrative and technical safeguards.

For a fuller description of researcher obligations surrounding confidentiality, privacy and data security issues, please consult the [Data Security Guidelines for Research Involving Human Participants](#).

In light of the above, please address the following questions:

a) **Will the data be treated as confidential?** N Y

If 'No,' please provide a rationale as to why not:

- b) **Will the participant(s) be anonymous? (Note: Participants are not anonymous to researchers during interviews/ focus groups/ experimental research/ face-to-face research or where researchers have access to any identifiable information.)** N Y

If 'No,' please provide a rationale:

- c) **Describe the procedures to be used to ensure anonymity/confidentiality of participants -or- the confidentiality of data during the conduct of research and dissemination of results (such as through data anonymization).**

Survey responses are anonymous. No identifying information will be collected. The researchers acknowledge that the host of the survey may automatically collect participant data (i.e., IP addresses) without their knowledge. Although this information may be provided or made accessible to the researchers, it will not be used or saved on any researcher's system without participants' consent.

- d) **Explain how raw research materials such as written records, video/audio recordings, artefacts, and questionnaires will be secured, how long they will be retained, and provide details of their storage or disposal. Describe the standard data security procedures for your discipline and provide a justification if you intend to store your research materials and/or research data for a longer period of time. If you believe the raw materials and/or research data may have archival value, discuss this and whether participants will be informed of this possibility during the consent process.**
- e) **Please describe how you plan to store electronic data securely (such as video/audio recordings and document files)**
- Encrypted and/or password-protected USB keys, laptops and/or other portable electronic data devices
 - Secure Server
 - Other:
- f) **If you plan to collect data in hard copy, please describe how you plan to store it, i.e., consent forms and other written records.**
- Locked filing cabinet
 - Other: We will not collect any hard copy data as the surveys will be completed online.
- g) **Please describe how you plan to store other formats of data (if applicable):**
N/A
- h) **If you plan to retain data indefinitely, please provide a justification (e.g., data use for future research, comply with funder mandates, comply with journal data availability policies, align with open science practices in your discipline, etc.):**

- i) **If you plan to destroy research data, please provide a rationale (e.g., it is not feasible to de-identify data, there is a high risk of re-identifying or relinking the data, exposure of the data might cause vulnerability or harm to the participants or their communities, the topic of the data is sensitive, etc.):**

- i. Please provide a firm date by which the data will be destroyed:
Study data will be destroyed by January 1, 2028 (5 years after we collect it). This is standard practice.
- ii. Provide details of their final disposal:
 - (a.) for hard copy data (e.g., cross-cut shredder, etc.):
 - (b.) for electronic data (e.g., deletion and overwriting of drives; destruction of drives; etc.):

All data files will be deleted, including any archived copies.

- j) **Describe any limitations to protecting the confidentiality of participants whether due to the law, the methods used, the nature of the sample population, or other reasons (e.g., duty to report).**

None

- k) **Identify all parties who will have access to the data.**

Primary Investigator/student

Supervisor

Other (please specify): Anonymous data may be made available to other members of the Task Force

- l) **Uses of the data: Please describe all forms of output that are anticipated to result from this research (e.g., presentations, written papers, placing data in an archive, creative works, documentary films, etc.). Describe how any potentially identifying information will be handled in each form of output.**

We plan to present our findings to other members of the Task Force as well as to include these in our working group report. The survey is anonymous so there is no identifying information. Some anonymous written responses may be used as exemplars.

- m) **Subsequent use of data: Will the data potentially be used for other purposes in the future (e.g., teaching, future analysis, publishing of dataset, archiving in an institutional repository, etc.)?**

N Y

If 'No,' the data will be solely used for the purposes describe in this application and will not be used for other purposes in the future.

If 'Yes,' participants must be informed of this possibility during the consent process. Subsequent use of the data for new purposes may require additional review by the REB.

Please describe how the data will be prepared to make it suitable for future use (e.g., anonymization, storage, archiving, etc.). Please describe what future uses might occur (e.g., use within the PIs research group, transmission to other researchers, publication of the dataset, etc.). Please identify any known repositories to which data may be submitted. (The REB recognizes that all potential future uses cannot be anticipated; but does expect that data will be prepared in a manner for future uses that respects the conditions under which the data were originally collected). We do not anticipate any subsequent use, but the survey will be anonymous. We do not intend to submit this data to any databases.

12. Is there any additional information that you would like to add that may assist the HPRC in reviewing your protocol?

I hereby certify that all information included on this form and all statements in the attached documentation are correct and complete. I have examined the guidelines and principles detailed above, and the [Senate Policy for Research Involving Human Participants](#), and affirm that, to the best of my knowledge, this research conforms thereto. I affirm that I have informed all members of my research team of their responsibilities as it speaks to the conduct of research involving human participants and as outlined in the Senate Policy, "Research Involving Human Participants". I have advised all research team members that all human participants in the research must have signed a written consent form or have provided oral consent for their participation in the research. I hereby undertake to notify the Human Participants Review Committee if I make any changes involving the use of human participants on this project. I will also notify the Human Participants Review Committee if any unforeseen risks not specified in the research proposal appear. In such a case, the study will be suspended pending clarification.

Tamara Kelly

June 5/23

Signature of Principal Investigator (PI)

Date

Signature of Faculty Advisor (if PI is a student)

Date

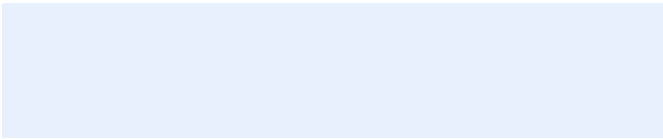
Section to insert Digital Signatures (if applicable):



June 5, 2023

Signature of Principal Investigator (PI)

Date



Electronic Signature of Faculty Advisor (if PI is a student)

Date

Appendix D
Example of suboptimal room assignments

Term F Section A

[Please click here to see availability.](#)

Section Director: Nikola Kovich

Type	Day	Start Time	Duration	Location	Campus	Cat #	Instructor	Notes/Additional Fees
LECT 01	T	13:00	90	LAS C	Keele	K50H01	Nikola Kovich	
	R	13:00	90	ACW 206	Keele			

Term F Section B

[Please click here to see availability.](#)

Section Director: Tanya Da Sylva

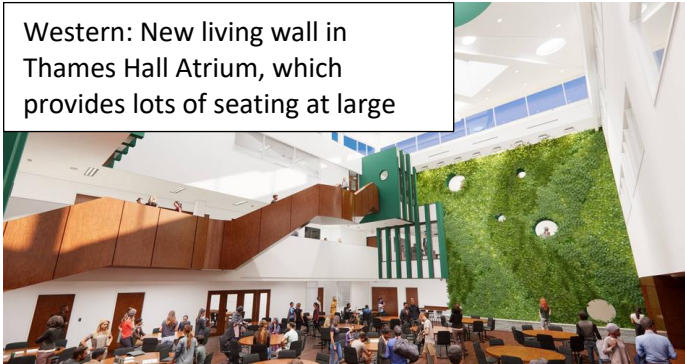
Type	Day	Start Time	Duration	Location	Campus	Cat #	Instructor	Notes/Additional Fees
LECT 01	T	13:00	90	ACW 206	Keele	D97Q01	Tanya Da Sylva	
	R	13:00	90	LAS C	Keele			

Appendix E Availability of seating at other universities.

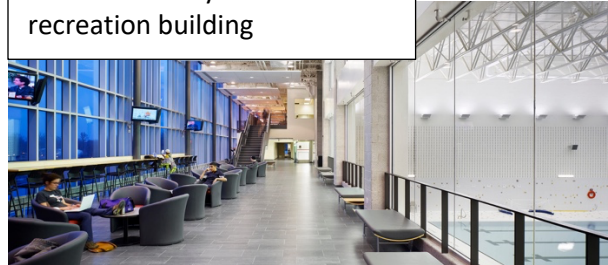
York University is primarily attended by students who commute longer distances to campus and thus require a place to study and/or collaborate between classes to maximize their on-campus experience. Despite this need, there is a considerable amount of under-utilized space at York University (e.g., lobby of LSB, Lassonde, Vari Hall) resulting in insufficient seats around campus. Even centralized locations such as Vari Hall provide little seating. Where seating is available it tends to be benches without (or only limited) corresponding table surfaces. If we want to make students feel welcome and invite them to stay on campus during the day to get the most out of their university experience (and reduce frustration), functional seating across campus needs to be provided, particularly in the lobbies of buildings where students will have multiple classes or labs. In comparison, Western University and Wilfrid Laurier University are not commuter campuses, with many students living either on campus or within close proximity of the campus, yet the common areas (e.g., lobbies) of their buildings, including their recreation centres, provide considerable student seating, primarily as tables and chairs, supplemented by some bench seating.

Indoors:

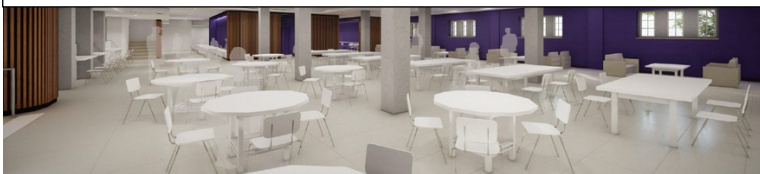
Western: New living wall in Thames Hall Atrium, which provides lots of seating at large



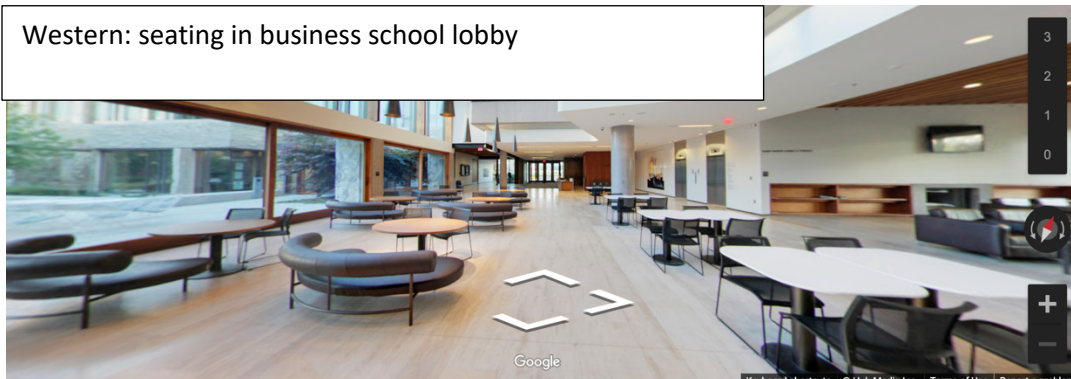
Western: Lobby of student recreation building



Western: renovation of Sommerville House to provide more seating in common areas



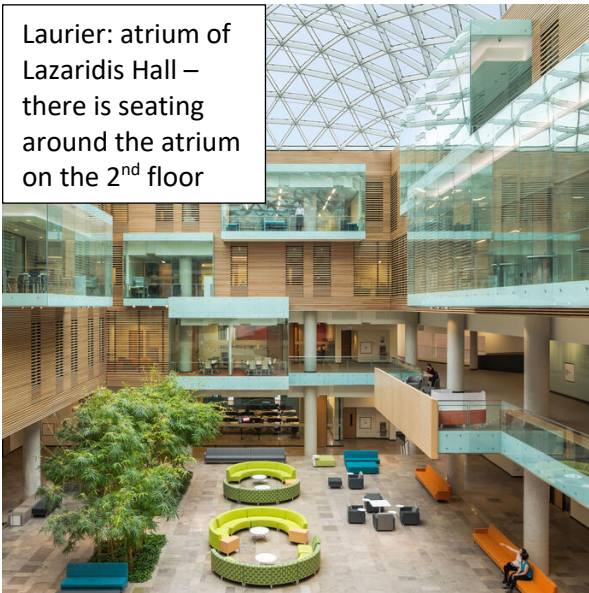
Western: seating in business school lobby



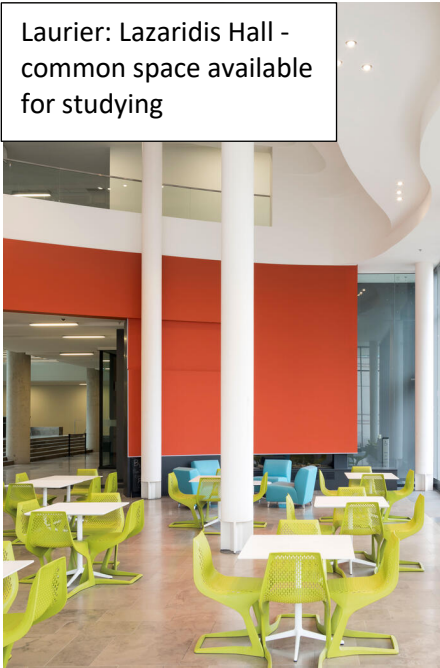


Western: This building has tables and chairs in each hall, in nooks, etc. (First floor)

Second floor – seating with tables surrounds the atrium and at each window

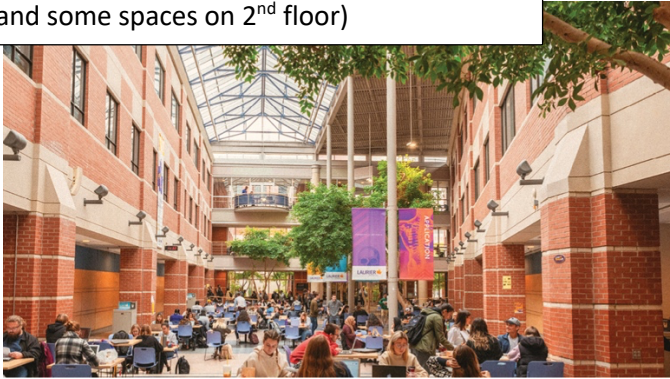


Laurier: atrium of Lazaridis Hall – there is seating around the atrium on the 2nd floor



Laurier: Lazaridis Hall - common space available for studying

Laurier: considerable study space in the atrium (and some spaces on 2nd floor)



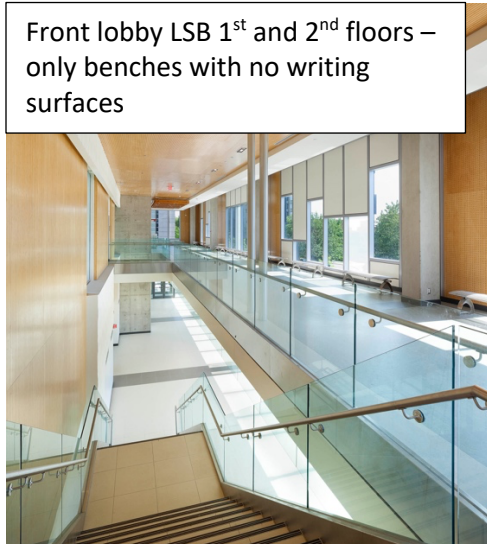
UTM: Hallway in building where lots of students have class providing study space



For comparison at York:



ACW, 2nd floor (there are no tables and only a few benches on the first floor)



Front lobby LSB 1st and 2nd floors – only benches with no writing surfaces

ACW, 1st floor only a few benches and no tables/writing surfaces



Study room, LSB – much of the furniture was removed for social distancing during the pandemic, but has not been returned



Outside seating available at Western:



Interim report, WG 2: Technology Enhanced Teaching and Learning (TEL)

The following report is the result of four online meetings, with additional material from our joint Teams notebook. Discussions were based on source material and pedagogical expertise provided by Robin Sutherland-Harris; expertise on TEL provided by Patrick Thibaudeau; and faculty contributions by Kyle Belozarov, Michael Longford, Stephanie Marion, Markus Reisenleitner, and Pooja Vashisth.

Based on the framework provided by the co-chairs of the Joint ASCP-APPRC task force, the following questions guided our discussion:

1. Moving beyond Covid-motivated perspectives, what should **technology-enhanced pedagogy** look like in the future, both short-term and long-term? What knowledge base and empirically tested best practices are we drawing on?
Sub-questions to be considered:
 - a. *Online and remote learning*: what contexts and materials lend themselves to online learning, and how should this be considered in course and program development?
 - b. *Technologically enhanced in-person learning*: what can the affordances of emerging technologies contribute to in-person learning?
 - c. What are best practices of *integrating online and in-person* pedagogy seamlessly (“hyflex”), and what kinds of support and infrastructure are needed to make such integration feasible?
 - d. How do we approach strategies to enhance traditional pedagogies (lecture, seminar, studio, lab, ...) technologically while also making room for non-traditional and innovative pedagogies such as VR/AR, AI-enhanced learning etc.?
2. While recent experiences might have molded student expectations regarding flexibility of content delivery, we suggest that the concept of **flexibility** should be understood more widely as pertaining to the *complete learning environment* (including modes of instruction/delivery of programs and courses, instructor-student interaction, time slots, contact hours etc.). As such, we explore:
 - a. What would flexible frameworks of instruction look like that enable technologically enhanced non-traditional teaching formats (e.g., hackathons, block seminars, blended courses)?
 - b. What are the contexts where a hyflex mode of delivery is pedagogically beneficial for teaching and learning as well as for instructor-student interaction? (e.g., small group seminars in appropriately equipped rooms)
 - c. What are pedagogical contexts in which only one mode of delivery makes sense (e.g., lectures with a strong component of multimedia material that makes online delivery better suited to the content)?
 - d. How can we ensure that such frameworks support most instructors that continue to lecture (e.g., easy ways to record lectures) and those who experiment with new learning technologies and need appropriate support (e.g., VR)?

While we recognize the importance of technologies in the educational space, we are also aware of the danger that technological affordances become drivers of instructional formats and methods. Following (Fawns, 2022), we warn against common sense assumptions that essentialize and instrumentalize technologies in pedagogy. We instead suggest focusing on the **entanglements**, or mutually constitutive relationships, between technologies and learning contexts/methods.

The following **preliminary recommendations and guidelines** emerged from our discussion. They are organized under three general headings that indicate areas of priority engagement.

1. Flexibility

- a. There is clear evidence that after the COVID experiences, students at tertiary institutions expect more **flexible models** of pedagogy that can accommodate their diverse expectations, needs, and forms of accessing instruction (Ontario Learning during the COVID-19 Pandemic, n.d.). While we do not endorse a solely consumer-driven model of pedagogy that orients itself predominantly towards student expectations rather than established best practices, we agree with the call for more flexibility as a guiding principle for the future of pedagogy, especially when used to reinforce EDI and Universal Design for Learning (UDL) principles. As such, decisions on teaching, learning, and technology need to include all concerned parties, including faculty members, to establish best practices for the flexible and appropriate delivery of relevant and timely course content and material.
- b. Improving flexibility in delivering technologically enhanced courses necessitates moving away from a rigid, paradigmatic separation of in-person and remote/online courses. Rather, a pedagogically meaningful mixture of in-person and remote course components should become a standard and be related to course content and teaching methods when appropriate. Technologies, course design, and program structures should be introduced that allow for such flexibility, and instructors should be called upon, and mandated with, making decisions based upon pedagogical considerations rather than administratively pre-determined modes of delivery specifications. The "blended" model should be extended beyond allowing (some) students to listen to lectures online. Technologies should facilitate, and normalize as expected, forms of delivery, the seamless blending of remote and in-person participation where fitting, for example in seminars or group exercises. A **blended mode of delivery** could potentially become the default for NCPs (rather than in-person lecture mode). To achieve this level of flexibility, it is imperative that instructors are supported appropriately to make it possible for them to concentrate on pedagogy, rather than operational issues of classroom and/or remote technologies. When technologies are utilized for teaching and learning processes, the use of technology should be integrated as part of the critical skills of the course. Existing studies indicate that modes of delivery vary in their effectiveness for different skillsets. Skills-based courses may be more effective (i.e., better

learning outcomes) when given face-to-face than online (Calister & Love, 2016, <https://onlinelibrary.wiley.com/doi/10.1111/dsji.12093>), whereas applied qualitative courses (e.g., management) may be better for online delivery than quantitative courses.

- c. Flexible course delivery guided by pedagogical principles, methods, and course content should be allowed **to adapt or move beyond a rigid 3-hour, 12-week course delivery format**, allowing for technologically enhanced, non-traditional formats such as hackathons, blended block seminars etc.

2. Accessibility

- a. **Open Educational Resources (OER)** should be the preferred choice of course material, as they have been shown to perform as well as, or better than, traditional commercial textbooks in terms of student perceptions and performance, and free OER disproportionately benefit underserved student populations (first-generation students and racial minority students) (e.g., Jhangiani et al., 2018; Nusbaum et al., 2020). Instructors should be recognized for, and institutionally supported in, creating OER resources.
- b. While commercial ed-tech is a seductive and rapidly growing industry, we warn against relying on proprietary technologies that entail vendor lock-in and data privacy issues. Open tools should be used as much as possible as a guide to sustainable and ethical use of technologies in public education. Sufficient training resources and support should be provided to familiarize students and faculty with lesser-known open tools that might have a steeper learning curve.
- c. Tools and formats used in instruction should be **portable** across multiple Operating Systems (PDF, html) and afford an extended lifespan. Proprietary formats should be avoided.
- d. Accessibility should be a guiding principle in the selection of technologies. Course elements that incorporate and systematize principles of UDL should be encouraged and promoted.

3. Technologies

- a. All faculty members (full-time and adjunct) should be encouraged, and provided the tools and training necessary, to adopt and implement **best practices** around tech-enabled teaching (e.g., recording lessons and making these available, using captions, using collaborative tools, developing modular content, proper use of learning management systems, etc).
- b. **Student training** is equally important for the adoption of technologies in courses and programs. For example, faculty who adopt a new technology need to take the time necessary to train students on it and explain why and how it will be used as a teaching tool. Students can also benefit from explicit teachings on how to use technology responsibly in a learning context (e.g., to curb the cost of tech-driven distractions that can inhibit learning).

- c. There are countless **AI and Machine Learning** tools available (see attached list for some of the currently most widely used tools). These technologies are here to stay and will evolve further, and students are currently using them and will not stop using them (nor should they). This means that students need to become AI-literate, and that this should be a university-wide initiative. When introduced in a course, AI should be used as a teaching tool in the same way as other technologies, i.e. be meaningfully integrated in teaching and learning processes. Instructors should engage students in an open discussion about AI apps and how they intersect with academic integrity, but also how they might be used as a tool for research, ideas and content generation in an open and transparent way. The Teaching Commons currently offers a range of supports for faculty seeking to learn about generative AI and adapt and reimagine their pedagogical approaches in light of this rapidly evolving technology. This includes co-hosting panel sessions and co-authoring web pages (AI Technology and Academic Integrity for Instructors) with the Academic Integrity Officer (Office of the VP Academic), regularly updated courses facilitated by educational developers (e.g. AI and Education), support and co-leadership of an emerging community of practice (GenAI Pedagogies at York), a 3-part summit on generative AI addressing scholarship, teaching practice, and student perspectives to be held October 18-20, 2023, development of a tip-sheet series for practical strategies for teaching with generative AI (in development), tailored information sessions about teaching with generative AI (available upon request at the department, unit or Faculty level), and a dedicated web page updated to reflect latest trends and offerings.
- d. Faculty should consider **creative ways** of integrating technologies in the Teaching and Learning process. Technologies need not only be assessed as to whether they foster and/or inhibit learners' abilities to acquire knowledge. Reflection and critical assessments of technology can be built into course assignments. In other words, students can assess the tools while they are using them. Many tools can also be used to encourage formal and informal peer communication and collaboration inside and outside of learning management systems (eClass). Students could be given an option to use emerging technologies such as AI text, image, video and sound generators in open, critical and creative ways in response to assignments. For example, image generators and similar tools (which many students are already using) should be included in teaching, rather than leaving it to students to deploy them.
- e. Along with these recommendations is the **need for more investment** in technological infrastructure, facilities, and resources that support teaching and learning.

List of currently most popular/effective tools

a. Text enhancements

- Grammarly
- Wordtune
- ProWritingAid

b. Presentation creation

- Decktopus
- Beautiful.ai
- Slidesgo

c. Image generation

- DALL-E 2
- MidJourney
- Stable Diffusion

References

Fawns, T. (2022). An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy. *Postdigital Science and Education*, 4(3), 711–728.

<https://doi.org/10.1007/s42438-022-00302-7>

Jhangiani, R.S., Dastur, F.N., Grand, R.L., & Penner, K. (2018). As good or better than commercial textbooks: Students' perceptions and outcomes from using open digital and open print textbooks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(1). <https://doi.org/10.5206/cjsotl-rcacea.2018.1.5>

Nusbaum, A.T., Cuttler, C., & Swindell, S. (2020). Open educational resources as a tool for educational equity: Evidence from an introductory psychology class. *Frontiers in Education*, 4. <https://doi.org/10.3389/educ.2019.00152>

Ontario Learning During the COVID-19 Pandemic: Experiences of Ontario First-year Postsecondary Students in 2020–21 – Higher Education Quality Council of Ontario. (n.d.). Retrieved June 15, 2023, from <https://heqco.ca/pub/ontario-learning-during-the-covid-19-pandemic-experiences-of-ontario-first-year-postsecondary-students-in-2020-21/>

**Working Group #3:
Experiential Education & Work-Integrated Learning Working Group
Final Report Recommendations**

Today's wicked problems require interdisciplinary collaborations, and York University must build the necessary networks and policies to make it easier for faculty, departments, and programs to work together. The EE/WIL Working Group, makes the following recommendations:

1. Ensure that all students, regardless of program of study, participate in a meaningful¹ community or work focused experiential learning experience before they graduate. These experiences will support the acquisition of transferable 21st century global competencies in the cognitive, intrapersonal, and interpersonal domains, enhancing their well-being, employability, and ability to navigate an uncertain future.
 - In order to accelerate and intensify the shift towards community-based and work-integrated learning, we recommend that York revisit and revise its Common Language for EE, so that it reflects current definitions and best practices (e.g., [HEQCO: A Practical Guide for Work-Integrated Learning](#)).
2. Shift from a primarily course-based approach to experiential education (EE) towards more intentionally designed programs with community-based and work-integrated learning (WIL) opportunities.
3. Provide supports to ensure that community-based EE/WIL experiences remain meaningful for all involved parties: students, instructors, and community or industry partners.
 - Students: In addition to the supports offered by the YU Experience Hub, we recommend the creation of an introductory course, ideally across the institution, that will help prepare students to succeed in their community-based EE and WIL experiences.
 - Instructors: In addition to administrative support for placements, internships and co-ops, instructors may require ongoing professional development in order to guide students in the changing contexts of EE and WIL.
 - Community and industry partners: When it comes to cultivating and sustaining ongoing relationships with community and industry partners, the relationship should not be felt as exploitative by our partners. Students should be sent into these environments with care and only after careful preparation (e.g., see strategies used by the [Jane & Finch Social Innovation Hub](#)). There should be institutional coordination between central administrative supports and in-house Faculty EE teams when recruiting and reaching out to community and industry partners.

¹ To understand meaningful experiential learning in community and workplace contexts, we suggest that programs consult the [Common Language for EE](#) at York University to ensure that EE experiences are designed to meet the current definitions of Community Based Learning, Community Based Research, Community Service Learning, Course-based Placements, Program-based placements, Internships, or Co-operative Education, all of which should include embedded opportunities for structured reflection.

4. Ensure that EE/WIL opportunities are anchored by the principles of access (incorporating a diversity of approaches, including in-person, hybrid and virtual site visits, learning environments and work arrangements), accessibility, and DEDI (decolonization, equity, diversity, and inclusion). Learners from communities that are historically under-represented and underserved in postsecondary education may especially benefit from participating in WIL opportunities, which can help build their networks and connections, increase their employability, and build credibility and confidence.
 - To help address potential issues with scalability and accessibility,² consider leveraging emerging technologies, such as augmented and virtual reality, as well as expanding on co-curricular opportunities.
5. Leverage the university's global physical footprint, alumni network, and emerging technologies, to offer locally or globally relevant EE/WIL opportunities built around community or business problems, and high-level business or government policy objectives such as the UN Sustainable Development Goals.
6. Promote interdisciplinary and intersectoral collaborations that bring together instructors and students from different programs and leverage problem-based or inquiry-based models of teaching and learning. For example, a team of engineering students trying to tackle a problem around sustainable cities and communities (UN SDG #11) will find entirely different—and perhaps limited—solutions when compared to an interdisciplinary team. An interdisciplinary team can build on that engineering expertise but also embed different knowledges and ways of being, by drawing from equity studies, healthcare, the arts, and any of York's other 200+ innovative programs.

² Accessibility refers to not only the ability to access physical sites, but also financial affordability. While student bursaries are offered to help students offset the costs of some EE experiences (e.g., study abroad initiatives), technology can also be leveraged to make EE more affordable and accessible to diverse learners. For work-related placements, job creation should be prioritized in the local communities where our students are most likely to live, so that they can minimize their commute time and transportation expenses.

Working Group 4: Scaling & Sustaining Pedagogical Innovations

Final Report

Prepared by Chloë Brushwood Rose

September 6, 2023

Working Group Membership

The members of the working group represent a cross-section of York University's community, including both Professorial- and Teaching-Stream faculty, graduate students, and administrative staff with expertise in pedagogical innovation and technology-enhanced teaching and learning. In addition, three Faculties are represented on the working group – Education, Science, and LAPS. Members include: Fenella Amarasinghe, Education; Chloë Brushwood Rose, Education & Office of VPTL (Chair); Tamara Kelly, Science; Markus Reisenleitner, LAPS; Patrick Thibaudeau, UIT; Michelle Sengara, Office of VPTL (staff support).

Working Group Mandate

Our mandate was to consider the following questions, to revise them to better reflect the key ideas to be explored, and to develop a set of recommendations for beginning to address them, keeping in mind the Task Force's six cross-cutting considerations:

- How can the university celebrate, scale and sustain pedagogical innovations across time, campuses and disciplinary-specific programs?
- How can the university build more agile, flexible structures that will enable, support and coordinate increasingly diverse teaching and learning activities (e.g., course scheduling, classroom assignments, funding, etc.)?

Initial Discussions and Final Questions

The group began its work with an extensive discussion about the questions provided to us with our mandate, both in terms of how they might be revised and to consider the key ideas and issues connected to notions of scaling, sustainability, and innovation. From the outset, the working group was focused on developing a deeper and critical understanding of what is meant when we talk about these high level ideas.

Our discussion about **scaling** began with the observation that scaling does not always mean 'scaling up' – it is not a purely quantitative notion. Indeed, the working group identified right

away that scale might be understood as describing an initiative's increase in size (reaching more people) but it also might be understood as 'scaling across' – that is involving a greater number of collaborators, disciplines or units across the university, or creating sustainable innovations that scale across time. The working group is committed to thinking about scaling in all of these ways. The working group also addressed the importance of considering the right scale for any pedagogical innovation – bigger isn't always better. It may be important at times to support innovations that have quite a small scale for other reasons – for example, they help us diversify whom, what and how we teach, and their scale is less important than the work they do for certain sectors of the university community.

The working group felt that the idea of **innovation**, while widely used and perhaps unavoidable, is a contentious term for many of us. We have concerns that the notion of innovation can be deployed without a critical framework for thinking about its colonial and capitalist implications, which are particularly important to consider in the context of the university. For example, the idea of innovation is often used to promote ideas that in fact have long histories in other cultural contexts, leading to the idea that the colonial institution is inventing or innovating ideas that in fact have long legacies in communities historically kept out of the university. In addition, the working group is concerned that innovation is often equated with 'efficiency' or 'technologization' and that this can obscure that much of our most transformative pedagogical work will at times be in moments that resist the demands for both of these outcomes. The working group recognizes innovation as defined by the qualities of risk-taking, openness to failure, human-centredness, creativity, social and pedagogical transformation, diversification, and decolonization. We also recognize that in the same way that scale may at times need to be small (instead of big or wide), 'innovation' may at times need to focus on reparation before it can lead to transformation. If innovation is to be **sustainable**, we must consider financial, technological, spatial, and human resources, including teaching faculty workload, and also the social, cultural and environmental impacts of our initiatives.

One key observation of the working group which highlights the intersection between sustainability and innovation has to do with the nature and job security of our teaching staff at the university. Members observed that the increase in numbers of contract faculty profoundly

impacts our capacity to innovate. Due to the short term nature of their appointments, contract faculty are unable to build sustainable collaborations with colleagues and within their units. Collaboration and relationship-building are key to innovation and, therefore, units and programs with high percentages of contract faculty will find their capacity for sustainable pedagogical innovation negatively impacted.

The revised question that the working group is exploring are as follows:

- How can the university scale and sustain pedagogical transformation across time, campuses, and disciplines? What principles should guide our decisions to increase the scope or reach of initiatives?
- How can the university build more agile and flexible systems (course scheduling, funding, etc.) that enable, support, and facilitate increasingly diverse teaching & learning activities? What might those systems look like?
- How can the university better support communication and collaboration around pedagogical initiatives and resources? What might those channels for communication and collaboration look like?

Recommendations

Following our initial meeting, the working group held three meetings between early June and early August, each of which focused on developing recommendations in response to one of the three questions. Between meetings, the working group studied the resources and research provided to us by our staff support person, and also working online via Teams to begin to articulate potential ideas and recommendations. (Please see Appendix A: Resource Support Overview for more details). This combination of in-person and virtual work seemed to offer the best way for most group members to participate in discussion with one another.

Our approach was to provide broader recommendations with some specific examples and considerations for further thought and illustration. Below are the recommendations and examples we have generated.

1. To develop a set of principles for guiding the scaling pedagogical innovation and transformation, drawing on the university's existing core values and frameworks.
 - The working group observed that innovation often happens quickly and in response to the impulse to 'chase money' and we might benefit from a clear statement of the principles clearly tied to our core values that will frame our pedagogical innovation and resource development.

2. To utilize the resources we have to support pedagogical innovation that prioritizes collaboration across the university and greater sustainable and structural change.
 - Enhance the sharing of strategies across disciplines by prioritizing projects for funding that involve cross-faculty collaboration;
 - Enhance sustainable change by prioritizing projects for funding that involve Faculty commitments to structural and programmatic change;
 - Enhance the unit-specific and university-wide attention to teaching and learning by using the resources we have to support Faculty-specific pedagogical leads – possibly, Teaching Fellows – that offer strong pedagogical leadership in their respective units and collaborate with their counterparts in other units;
 - Address concerns about pedagogical innovation, foregrounding the importance of relationship-building and collaboration, in our Faculty Complement Renewal Plan.

3. To explore the affordances and challenges of Artificial Intelligence for university teaching and learning and pedagogical change.
 - Establish a working group to develop guiding principles and ethical guidelines for the pedagogical use of AI;
 - Facilitate conversations that critically address the issues posed to academic integrity and consider why students (and others – faculty, researchers) turn to AI in the first place;

4. To take a thoughtful and intentional approach to choices about course delivery, whether online, in-person, blended or hyflex.

- Review how course delivery changes are made at the program and/or unit level to better understand what guidance might be helpful;
 - Work with local collegial governance structures to develop a programmatic approach to course delivery options.
5. To develop strategies for enhancing the attention to and celebration of pedagogy within university structures and among colleagues.
- We need to enhance the attention to pedagogical transformation and innovation within existing collegial governance structures, within departmental and Faculty units, and among faculty colleagues;
 - Allowing for shared discussion and direction about pedagogy at the wider scale, but leaving room for customized conversations (specific to what faculties / groups of students need);
 - Emphasizing the importance of excellence in teaching in both the professorial and teaching stream, and working to better engage and elevate the expertise of the teaching stream, perhaps through a Teaching Fellows program;
 - In order to encourage more teaching award nominations, provide a central site which aggregates all of the university-wide and faculty-specific teaching awards that faculty can be nominated for, along with simple instructions and links for nomination (e.g. the Faculty of Science has a mach form for student letters, a certain number of which automatically trigger an award nomination).
 - Considering the pedagogical impact of and support needed by Teaching Assistants.
6. To create new spaces and channels for faculty discussions on pedagogy and pedagogical transformation, so they can better communicate, collaborate, and learn from one another.
- Work with local units and with Senate to ensure that discussions about pedagogy are prioritized in collegial governance structures;
 - Adequately resource a IT innovation that can support the agile, flexible systems that enable communication and collaboration in the service of increasingly diverse teaching and learning activities;

- Utilize existing technological tools and resources to better link community members: for example, bring students, faculty and staff into the same online ecosystem, ie. Microsoft office; leverage AI support and existing Microsoft collaboration tools.

Working Group #5: 'Rethinking Assessments'

Final Report

September 1, 2023

"Overall, our assessment planning should take a holistic, developmental view of students; focus on students' ability to integrate and apply learning to complex problems that transcend disciplinary boundaries; emphasize authentic, embedded assessment evidence, and ensure that assessment practices are culturally responsive and promote student equity. [...] To ensure that these conditions are met in courses, programs, and interventions, institutions must focus on assessing the quality of experiences in addition to the outcomes of those experiences. Good assessment planning will thus include considering how students perceive, interpret, and engage in learning experiences (process or formative assessment) as a necessary complement to outcome assessment." Hansen (2019)

This report provides the recommendations and rationale of Working Group 5 pertaining to future of the assessment function. It is the result of a series of online (5) and in-person (2) meetings and is supported by a review of relevant literature. Faculty contributors include Norda Bell, Jon Kerr (chair), Michael Longford, Geneviève Maheux-Pelletier plus former working group members (Kyle Belozarov and Kathleen Fortune) and Claire Del Zotto as a student representative.

The framework provided by the co-chairs of the Joint ASCP-APPRC task force led the working group to focus their investigation and discussions on three questions:

Question 1. What is the purpose and state of assessments in higher education?

Question 2. What are the challenges to the assessment function and how might they be addressed?

Question 3. What are best practices in higher education assessments today and for the future, including equity, diversity, and inclusion (EDI) considerations.

On the purpose and state of assessments

Traditionally, assessments have served three key purposes (Archer, 2017):

1. To support learning (i.e., inclusive, authentic, formative assessments)
2. To support accreditation (i.e., internal/external certification, progress, transfer)
3. To support accountability and review of curriculum, pedagogy, and learning outcomes

The opinion of the committee and a foundational assumption in this report is that these traditional purposes of assessments will continue to be relevant for the foreseeable future.

Although each purpose demands equitable (i.e., not necessarily equal) attention in a well-functioning educational environment, it is not uncommon for one purpose to be over-emphasized to the detriment of others. For example, instructors often conflate assessment with grading (i.e., certification) and assume a grade is indicative of student learning (Fisher, 2019). In addition, the committee has identified several challenges/trends that create tension between purposes and will likely drive and/or constrain future change in the assessment function. The priority issues identified by the committee include (for supporting literature see reference section below):

- Declining resources and increased class sizes,
- Entrenched assessment policies and practices,
- Shifts to more online course/program offerings,

- Concerns about academic integrity given trends re: plagiarism, cheating, and contracting (with artificial intelligence being a facilitating technology),
- Student expectations and perceptions (i.e., students as consumers),
- Student, faculty, and staff wellbeing,
- Diverse types of students and issues surrounding i) levels of preparedness, ii) diversity, equity, inclusion, and belongingness, and iii) pressures re: student recruitment, retention, progress, and success,
- Assumptions about faculty/TA's being knowledgeable, expert assessors (i.e., concerns re: literacy, objectivity, reliability, etc.).

With this context in mind, and following a review of best practices, we now attend to our recommendations.

Weaving best practices into recommendations for the future of assessments at York

Our recommendations fall into five broad but interrelated areas.

Building faculty competence

Any future transformation of assessments will fall largely on the shoulders of faculty who often lack knowledge of the assessment function, including its stakeholders, tenets/principles/best practices, EDI issues, etc. In part, this can be explained by a general lack of training in pedagogy and assessments in most doctoral programs, little requisite professional development, and relatively low levels of engagement with programming offered by teaching and learning specialists (e.g., the Teaching Commons). We also note that any action to transform assessments will depend on faculty members' motivation and ability to change. As such, to promote dialogue, understanding, and faculty learning as a foundation for transformation, we recommend:

- 1) Ensuring that professional development programming relating to teaching and learning, including assessments, is available, accessible, valued and encouraged, and widely promoted (e.g., representatives of the Teaching Commons and other teaching and learning units could visit each school/department annually and report on upcoming course/program offerings, certifications, enrollment statistics, etc.).
- 2) Formalizing partnerships with academic support services such as libraries, Learning Commons, etc., to collaborate as co-developers of assessments to (e.g.) model academic integrity and build academic literacies, digital literacy, and information literacy skills. Specifics will vary across programs, but the dialogue should be maintained at the program level.
- 3) Supporting institution-wide assessment activities rather than relying on faculty to shoulder an increasingly heavy workload related to assessment transformation and administration.
- 4) Establishing expectations with respect to continuing professional development of faculty members that includes building knowledge, literacy, and competence pertaining to the assessment function. Specifically, borrow from practices elsewhere and:
 - Require faculties/departments to include in future letters of appointment conditions that new faculty engage in a minimum number of teaching and learning workshops, including at least one pertaining to assessments.
 - Require faculties/departments to allocate a certain weighting in their T&P standards to 1) engagement in continuing personal and professional development as it pertains to teaching, including workshops on assessments, and 2) evidence of ongoing commitment to progressive modern assessment strategies.

- 5) Sponsoring assessment transformation through internal grants for unit and faculty member proposals to improve student learning experiences using assessment data. This can be achieved by setting aside a certain percentage of existing Academic Innovation Fund (AIF) budgets.

[Metrics = number of workshop offerings, number of attendees, number of AIF funded assessment-related projects]

Highlighting assessments in curriculum development and review

Student assessment should be part of a clearly articulated organizational strategy with the resulting assessment data used in making academic decisions at the course and program level. To this end, Wiggins and McTighe (2005) encourage teachers and curriculum planners to step back and “think like an assessor” at each stage of the curriculum development process. Best practices also encourage promoting assessments for learning, ensuring assessments are fit for purpose (i.e., ‘authentic assessments’), developing assessment standards or criteria, and integrating assessment literacy into course design. Here, we find deficiencies in existing practices and recommend:

- 6) Changing the ‘Evaluation’ field in the New Course Proposal and Course Change Forms such that they go beyond requiring only identification of ‘Evaluation Basis’ and “% Value’ to include the pedagogical rationale of all assessments in the proposed course and their role in (i) supporting student learning, (ii) accreditation, and (iii) accountability.
- 7) Encouraging timely collection, distribution, and use of results/feedback to support the transformation of the assessment function. For example, a process of reflection on each assessment in a course (and its purpose) could be part of the grade submission process.
- 8) Adding more questions to term-end course evaluations that delve more fully into assessment types, their effectiveness in support of student learning, assessment literacy, student well-being, etc. as a basis for informing future practice. Seeking semi-formal, early feedback from students about their course assessments is also encouraged.
- 9) Reducing the dependence on course-level assessments via development and introduction of higher-level assessments tied to program learning outcomes and how students are shaped through their university learning experience (i.e., program-level assessments).

[Metrics = student feedback on assessments, number of program-level assessments, ratio of course-to-program assessments; performance on program-level assessments]

Prioritizing student learning in an environment of scarce resources

Appropriate assessments and good feedback are crucial to effective learning and can have a greater impact on the student learning experience than most other factors (Sambell et al., 2019). This argument is supported by a wealth of literature advocating (e.g.) ‘formative’, ‘authentic’, and ‘sustainable’ assessments (see references below). Simply put, alignment of assessment practices with learning outcomes and teaching and learning activities enables meaningful learning and improved student engagement with the learning process. Yet despite this, those making value judgments about resource allocation and priorities often allocate fewer resources and little time to assessment practices that support student learning. We attribute this to the lack of understanding of the assessment function attended to above, entrenched assessment practices, and institutional budgetary constraints, and we recommend:

- 10) Requiring that all assessments be explicitly linked to course or program-level learning outcomes (see recommendation 12 below) and that most courses include some element of formative assessment with adequate resources to allow for quality, timely feedback with the expectation that students will engage with that feedback.
- 11) The allocation of grading, teaching assistance, and other support having budgetary implications should be driven by the nature/purpose of assessments employed in a course in conjunction with the number of students enrolled rather than being based primarily on the number of students enrolled as per item 18.33 of the YUFA Collective Agreement.
- 12) To the extent that budgets do not adequately support a pedagogically sound and well-conceived and articulated assessment strategy at the course and program level, they should be increased.

[Metrics = course/departmental/university averages for grades allocated to formative versus summative assessments, student feedback on assessments]

Addressing student perceptions and wellbeing

A recent letter addressed to all the deans at York University (see appendix) highlights student perceptions of (e.g.) inappropriate, unfair, arbitrary assessments with little transparency and links these to the issue of student wellbeing. The letter is compelling on its own but is also remarkably consistent with the literature (sample references provided below). Common complaints include lack of transparency in the assessment process, assessments that are not aligned with learning objectives, inconsistencies in grading within and across assessments, and inadequate feedback. To address these, we recommend:

- 13) Encouraging faculty to innovate and engage students in the assessment process, including (e.g.) designing assessments, establishing flexibility surrounding due dates, and engaging in self and peer assessments.
- 14) Publishing a statement of guiding principle with respect to assessments at York, such as:

“York University’s assessment practices will...

 - *Balance formative and summative assessments at the course and program level.*
 - *Use diverse assessment methods to enhance inclusivity, validity, and authenticity.*
 - *Be designed and explained to improve students’ understanding, trust, and perceptions of fairness, and*
 - *Be innovative (e.g., self-assessment, peer assessment) and used to support good academic practice and student learning.”*
- 15) Requiring inclusion in course outlines/syllabi of a description of the purpose of each assessment (e.g., ‘to measure learning related to course LOs 1 and 2), the feedback students will receive (e.g., ‘grade out of X, provision of right answers for MC questions, rubric for short answer questions, opportunity for consultation’), identification of who will be doing the grading, expected feedback date, and an explanation/justification of any ancillary grading that might occur (e.g., late marks, grades for presentation elements, etc.)
- 16) Limiting the weight of grades not clearly aligned with course or program learning outcomes (i.e., ancillary grading) to 10% of the total weight of any given assessment acknowledging that timeliness, accountability, and communication/presentation skills are worthy life lessons.
- 17) Development and delivery of workshops for faculty and TAs to build competence and consistency in the grading of assessments.

[Metrics = student feedback on assessments, number of workshop offerings, number of attendees]

Attending to academic integrity issues

Academic dishonesty has been a concern for some time and rates of cheating, plagiarism, and contracting are on the rise. Research points to myriad factors to explain this trend (see references below). These include overt promotion of contracting services, the emergence of facilitating technologies such as AI (e.g., ChatGPT), ease of cheating in online environments, and student perceptions of cheating amongst their peers. Personal (e.g., course or job-related workload, family responsibilities, and academic preparedness) and situational factors (e.g., assessment format and assessment grade weight) are also involved. Taken together, these factors are creating a perfect storm that threatens the validity of the assessment function and we recommend:

- 18) Increasing messaging to support a culture of integrity (supported by an educational rather than strictly punitive approach) and ethics as integral to the university learning experience. This could address the pitfalls of academic dishonesty, academic integrity literacy, publication of institutional data on detection rates and penalties imposed, and more general messaging to support positive social behaviors.
- 19) Ensuring that statements included in course outlines/syllabi with respect to academic honesty, contracting, the use of artificial intelligence, etc. are up to date.
- 20) Development and delivery of workshops for faculty focusing on the question: 'How can we ensure academic integrity and design out plagiarism, contracting, and other forms of cheating?'
- 21) Limiting the number of high-risk assessments by capping the grade weights of individual assessments at 20% for individual work and 35% for group projects.
- 22) Encouraging coordination of the timing of assessments at the program level to ensure assessments are evenly dispersed throughout a term and that a student can have no more than two assessments worth more than 10% due in any given week. Assessed tasks need to provide sufficient study time and distribute student effort evenly over time.
- 23) Encourage faculty to establish/re-evaluate assessments in an environment that prevents (or eliminates) the possibility of student cheating, contract cheating, or unethical use of AI.

[Metrics = number of AI incidences, data on detection of plagiarism/use of AI, number of workshop offerings, number of attendees, average number of assessments across courses, average grade weight assigned to each assessment]

References

- Archer, E. (2017, August). The assessment purpose triangle: Balancing the purposes of educational assessment. In *Frontiers in Education* (Vol. 2, p. 41). Frontiers Media SA.
- Fisher Jr, M. R., & Bandy, J. (2019). Assessing student learning. *Vanderbilt University Center for Teaching*.
- Hansen, M. J. (2019). Using Assessment Trends in Planning, Decision-Making, and Improvement. In *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education* (Eds Stephen P. Hundley, Susan Kahn), Taylor & Francis, p. 175.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.

For information on challenges in the assessment function, see:

1. Gaining institutional resources for assessment (Shipman et al. 2003; Singer-Freeman and Robinson 2020; Sambel, Brown, & Race 2020)
2. Opportunities for assessment-related faculty development, including necessary incentives (Shipman et al. 2003; Sambel, Brown, & Race 2020; Friedlander & Serban 2004)
3. Alignment of assessment with student learning outcomes (Shipman et al. 2003, Jankowski & Baker 2018) at the course and program levels (Friedlander & Serban 2004) via authentic and meaningful assessment (Sambel, Brown, & Race 2020; Hansen 2019; Jankowsky & Baker 2019)
4. Engage with assessment for learning through multiple assessment methods that include formative and summative measures (Shipman et al. 2003; Singer-Freeman and Robinson 2020, Elkington n.d.)
5. Foster good academic conduct, and design out of plagiarism and contract cheating (Sambel, Brown, & Race 2020)
6. Using assessment data to inform curriculum enhancements (Shipman et al. 2003), including a careful analysis of the data that serves to uncover rather than mask inequities (Singer-Freeman and Robinson 2020; Trends)
7. Inclusive assessment practices that engage students in the process (Sambel, Brown, & Race 2020; Hansen 2019; Jankowsky & Baker 2019)
8. Moved to standards-based assessment and away from norm-referenced assessment (Boud 2020)
9. Repositioning students as learners and producers able to assess their own work (Boud 2020; Sambel, Brown, & Race 2020) by engaging students productively with feedback (Sambel, Brown, & Race 2020)

For information on best practices and student wellbeing, see:

1. Designing Assessment for Inclusion: An exploration of diverse students' assessment experiences (Tai et al. 2023)
2. Essential Frameworks for Enhancing Student Success: Transforming Assessment in Higher Education (Elkington n.d.)
3. Support for assessment practice (Bearman et al. 2016)
4. Assessment 2020: Seven Propositions for Assessment Reform in Higher Education (University of Technology Sydney)
5. Guiding Principles for Assessment of Students (Lindstrom et al 2017)
6. Student wellbeing and assessment in higher education (Jones et al., 2021)
7. A systematic review of interventions embedded in curriculum to improve university student wellbeing. (Priestley et al., 2021)
8. How universities can enhance student mental wellbeing: The student perspective (Baik, C., Larcombe, W., & Brooker, A., 2019).

Appendix: Student letter calling for mark reform

From: [REDACTED]

Date: Sunday, July 2, 2023 at 8:22 AM

To: Dean – Faculty of Education <edudean@edu.yorku.ca>, Dean of the Faculty of Environmental & Urban Change <eucdean@yorku.ca>, deanampd <deanampd@yorku.ca>, healthdn <healthdn@yorku.ca>, DeanJMcMurtry<deanlaps@yorku.ca>, ScienceDean <scidean@yorku.ca>, Dean Lassonde School of Engineering <dean@lassonde.yorku.ca>, Sarah Bay-Cheng <baycheng@yorku.ca>, LawDean<lawdean@osgoode.yorku.ca>, RuiWang <ruiwang@yorku.ca>, Dean - Schulich School of Business <dean@schulich.yorku.ca>

Subject: Mark reform

To the Deans at York University,

My name is [REDACTED]. I am a second year undergraduate concurrent education student in the field of cognitive science and psychology. I'm also an ex-math major. My goal is ultimately to become a teacher and I appreciate York for helping me get there.

I am reaching out today about a cornerstone of the education system- the concept of marks. My peers and I have a big problem with the way that marks are awarded. In this email I hope to review with you what a mark is, the problem with the marking system, and what we can do to fix it.

What is a mark? If I get an 80% on a test, that means that I understand 80% of the information for that section of the course. In other words, a mark represents a student's level of understanding. This is then used to assess whether they can move on to the next level of their education, which makes sense. If you don't understand more than 65% of the information from the first course, then you won't be able to keep up in the following course. Unfortunately, the marking system became corrupt, or it was never good in the first place. It is no longer a representation of how much someone knows. Below I will explain why.

Let's start with the idea of a test. A test is a representation of what a student knows at only one moment in time. So if you had a bad day, didn't sleep last night, or have other stressors on your mind, your performance can be highly impacted. All of this contributes to the current high prevalence of test anxiety. If one was assessed on their effort throughout the course, they'd know to just try their best every day. And if they had a bad day, it's no big deal because the teacher would know it's not an adequate report of their knowledge. However, even that suggestion could easily become corrupt, as I can picture students being anxious every day while they're being assessed. This brings me to my second point. I was a math major for my first semester at York. I later learned that it is common knowledge that in the math department, the first year is hardest as the teachers are trying to weed people out. I consider this to be an extremely gross perversion of the education system. Teachers should want you to succeed and help you to achieve that goal. The people in a course aren't numbers, but lives that are being affected. Especially with the mental health crises being on the rise, can we really feel good about ourselves when we're rooting for the students to fail?

Here are some examples of the 1 AQAS2W34mercilessness shown in attempting to increase the dropout rate:

1. Math 1300 made extremely hard assignments, claiming that they just wanted the students to think. One assignment was so hard that students had to point out to the teachers that even they got the answer wrong when the answer key was posted. What kind of education system is that?
2. When I switched to cognitive science, my Phil 2160 had weekly quizzes worth 30% of our overall mark to see if we understood the reading. This is actually a model I really liked. Only 7/11 quizzes counted so I didn't feel as much pressure if I messed up. The quizzes were on 2 hours of lectures and at least 50 pages of reading. The main problem is that the professor always made the questions on the most obscure parts of the reading, so the entire class struggled. He did the same with the exam. To make matters worse, the quizzes were only out of 4. So getting even one question wrong meant a 75%. 10 questions would be a better representation of my knowledge.

"Tricks" like this cause students to cram for tests or "study for the test", a phrase meaning they're only studying to remember the information for that test and will likely forget the information right after. In other words, they're memorizing, not learning. None of these students *know* the information, rather they're trying to make it from one day to the next. The truth is, so much work is being given that often there is no other option. This means that even the marks of the students doing well is not an accurate representation of what they know. This is a scary realization, as these students move on to be doctors etc. and we don't really know if they know the information they need to care for us.

Meanwhile the information that students learn and take with them is constantly improving. Let's use the idea of cells. I first learned about them and their organelles in grade 8. By the time I took Biol 1000, I knew the information like the back of my hand. If I were to take that grade 8 test now, I would get 100, which was not the case then. The education system really doesn't allow students to show that they can improve in their knowledge. Instead, it just moves on to the next set of content. This means that a mark doesn't show what I know because it doesn't show that I can improve.

In my psyc 1010 class, my teacher had 4 tests with over 100 questions in each. The topics of the short answer questions were given beforehand and she always gave more time than necessary to write. It's a little extreme, but I felt the least amount of stress with those tests, as I really felt they would give an accurate representation of what I knew.

As you can see, tests are not an accurate representation of how much of the knowledge a person understands. But what about assignments? Let's discuss their merit.

Assignments are a better model in theory because there is no time limit, it can be revised, and worked on over multiple days so your mood won't get in the way too much.

A big issue with assignments is what the teachers choose to assess. Observe the mark breakdown for this discussion question worth 2% of the overall mark in my psyc 3140 class.

Completed on Time	Word Count	Provided Support	APA In-Text	APA References
0.5	0.5	0.5	0.25	0.25

Only one of the categories, provided support, actually indicates that I understand abnormal psychology. The rest does not. Since we had 5 assignments like this, and 2/20 marks of our report was dedicated to this information, that means that a minimum of 9.5% of my overall mark is assessing my ability to stick

to a word count and do APA referencing. Further, 1% of our overall mark was lost each day that the aforementioned report was late. That means up to 20% of my final mark can be the result of nothing to do with abnormal psychology! Now, whoever is looking at my mark no longer gets an accurate representation of whether I understand abnormal psychology, but also if I can do all these trivial skills. I'm not discounting the importance of these skills, but when the period in my citation is the difference between an A and a B, that's when I have a problem. It begins to look like people are trying to find ways to decrease my mark as opposed to helping me do well. One of my teachers from outside York suggested giving one overall mark for the information and another overall mark for the extras. That way graduate school can see that this kid knows their stuff even though they may not be the best referencer. The lack of distinction nowadays is a huge issue.

Specifically, the weight given to citations means that I spend minimum an hour working on them for each assignment. When time is already stretched so thin, that means that my report suffers because I have to spend all this time perfecting my citations. You may suggest using the internet to speed it up. For one of the discussion questions mentioned above, I pasted the APA citation directly from the journal's website. I still got marks off from the TA telling me to "check OWL Purdue to see what I did wrong". This proves you can trust no one but yourself when it comes to pleasing the TA. Another issue is that oftentimes I get feedback on something that I knew, but I forgot to write about because it wasn't clear in the question, or I didn't have enough space. In discussing the Euthyphro last semester in Phil2070, one TA took off marks because I didn't write "prayer and sacrifice" and instead just wrote "prayer". In truth I was 2 words over the word limit and that is where I made the cuts as I thought the words were synonymous. Whoops! This brings me to my next point, I think having a required word count is unreasonable. In terms of having to hit a target amount of words, nowadays the "elevator pitch" is an important skill to have. If I can convey my ideas in a short and succinct, yet powerful way, why should I add fluff to hit a target amount of words? The problem is that if an investor cares about your elevator pitch, they have the ability to follow up and explore the idea in depth with you. Since an assignment is only one shot to show everything that you know, why am I cutting half my essay because of a word count? It just results in comments on my report, "expand here". Once upon a time, I did, and then I cut it because of the word count. Or the TA suggests a counter point that I thought of but didn't have space to address.

Some of these issues persisted even after meeting with the TA. In the case of "prayer and sacrifice", I spend a lot of time participating in tutorials and I knew what I was talking about. The TA even told me that if she marks me as here she marks that I commented, because I usually do. She also said not to worry about that specific assignment because she knows that I know my stuff. Then I did badly anyways (by my standards) which was really quite unfortunate.

The last issue specific to assignments is that a lot of teachers are struggling with AI and Chat GPT and how to tell if an assignment is authentic. I'm sure you have all explored that amongst yourselves, and don't need me to tell you why it's a problem. I just wanted to bring it up so I can reference a potential solution below.

Another issue with both tests and assignments is sometimes they are out of so little, that the mark is automatically disproportionate to the knowledge you have. In math 1300 I had a final exam worth 50% of my mark that was out of 20. That's crazy! How can you determine my knowledge from the whole course in only 20 marks? I just wrote a 6 page paper worth 20 marks as well. This means that the tiniest mistakes can have huge impacts. Neither that paper, nor that test is proof of what I know.

So what can we do to solve this crisis? First, in my opinion, awarding marks for citations should not be allowed. Marks should be awarded for backing up your work. Not if the title of the journal is italicised in the reference page. So having a section called "provided support" with a source attached is important and can be graded. In fact, I believe citations should still be required and commented on by the TAs, because it is an important skill for those going into research etcetera. But if you backed up your position and attempted to source it, whether or not the authors full name or their initial is given should no longer be a factor that can change your mark. If marks must be awarded for citations, it should be university policy that those marks can only effect less than 1% of someone's overall grade.

Second, penalising for late assignments is something that must be reformed. The TA is not going to mark all 150 papers between 11:59pm and 12:05am when I submit the assignment, so why am I losing so much for 5 minutes that make a difference for me but not them? When someone is so concerned with handing in an assignment on time, the quality can go down drastically because the person is just focused on getting the next thing done. I've had weeks with 3 papers due and the following 2 weeks with nothing. The opportunity for a little more time would have been a game changer that increased my marks. I recommend that the idea of due dates should be kept as a suggestion to pace everyone in the course. In order to incentivise people to hand in on time, an opportunity for comments from the TA and then revision from the student should be offered to those that hand in before the due date. This would also help with the idea that education is a constant process of growing and improvement. For those that don't hand in anything all course, a meeting with the teacher should be required 2 weeks before the end of term to come up with a mutual game plan. This can also be offered for anyone struggling with end of year projects. If that meeting is not kept and a plan not made, there will be a cutoff day before exams where that person can no longer submit anything and will receive an incomplete in the class. If it is part of that plan, students who discussed it with the teacher can still submit after the cutoff day. I struggle with depression and had to spend all of last year working with a psychiatrist and trying different medications. I never knew what side effects I would be facing each week. One drug knocked me out for 27 hours and made me consistently tired, others had me sick, and in between drugs when I was detoxing from the previous one before the next one, I've had weeks where I can't get out of bed, let alone write a paper. My IEP says the I should get extensions on assignments as needed, as I still want to do well in my classes. I once emailed a teacher to use my extension time and he said that because he used "universal design", he will not give it to me. Thank G-d, I finished the paper, but the stress involved was unnecessary and I don't think it was a reflection of what I truly know or what I can really do. This is another reason why mark reform is so important. Even for those that get IEP's, the professors don't respect them and try to find unfair workarounds. I had one class with a professor that said all the tests were timed with universal design (i.e. everyone was given double time). If that was truly the case, majority of the class would be handing their papers in at the halfway mark. Instead, everyone was working until the very end because the tests were too long, and those with IEP's got cheated out of their accommodations. The SAS kids emailed him after the final, but this whole issue could have easily be avoided if some of these reforms I'm suggesting were put into place.

One idea to defeat AI and Chat GPT is to give students more choice in their assignments. When they're passionate, they'll want to do it themselves. I had a history teacher in high school that did this. One person made a model of Spudnik, the Russian rocket, with an adjacent paragraph. Another group worked on the bulletin board outside the classroom for Remembrance Day. I spent all semester writing WW1 the musical, which I then performed with 9 girls in my class. I just wrote a whole essay to you guys about mark reform because I have something to say and I care about making change (This was 5 days of work and revisions, with Chat GPT not accessed once). By letting people's creativity shine through, amazing things can be accomplished.

In terms of tests, the time limit should be expunged. If I'm trying to prove how much I know, whether I can show you in an hour or 30 minutes should not be a factor. The marks available for a test should be at least double what the test is worth. So if this test is worth 20% of my mark then there should be at least 40 marks available to achieve. I don't have suggestions to deal with the fact that tests are a one time thing. Hopefully by getting rid of the time factor, a student will do better if they didn't sleep the night before because they have more time to think which takes longer when tired (1). Another suggestion I have involves taking into account what is considered average in academia, which is a B (about a 70). If the class average is below a B, then the entire class should be able to redo the test, no questions asked, as the failure is likely a reflection of the teacher's deficiency in teaching, not the students' ability. If a single student gets a mark that they don't feel is representative of what they know, they should be able to meet with the teacher and discuss a method of improving their score. Perhaps being able to hold their own in a discussion setting, or being able to solve questions and give responses in class can help to supplement the mark in the test.

The rise of AI such as ChatGPT is a wake up call. Instead of developing software to determine whether someone's paper is written by Chat GPT, we should accept the message to reform how marks are awarded. AI will just get smarter. Instead of sticking with the old ways that clearly don't work, let's work together to make something new and get ahead of the game. I know this will be hard to implement, and more work for the professors and TA's, but that's why they're getting paid! Let's encourage learning instead of using marks to tear down self esteem. We work so hard and deserve to be marked fairly so that we can see the rewards of our effort.

These are not the ramblings of a failing student who wants a better mark. On the contrary, I am a member of the Deans Honour Roll Magna Cum Laude who wants to become a teacher someday. I'm noticing unfairness and problems with the system and I want to fix it for myself and my future students. Who better to ask for advice than someone in the system, experiencing the problems firsthand? I hope you'll consider my suggestions. If you don't like them, I hope you'll meet amongst yourselves with passionate students to come up with other solutions that address the issues that can satisfy both teacher and student.

Thank you for your time,

██████████

1. <https://www.webmd.com/sleep-disorders/features/emotions-cognitive#:~:text=Sleepiness%20slows%20down%20your%20thought,you're%20more%20easily%20confused.>

The Senate of York University

Synopsis

The 699th Meeting of Senate held on Thursday, 26 October 2023, via Zoom

Remarks

The Chair, Poonam Puri, expressed appreciation to members for accommodating the shift from in-person to virtual mode for the meeting.

Approvals

Senate approved the recommendation of its Executive Committee to:

- Elect a member to a non-designated seat on the Senate Committee of Tenure & Promotions.

Senate approved the following recommendations of its Academic Standards, Curriculum and Pedagogy Committee:

- Establishment of a PhD program in Disaster and Emergency Management, School of Administrative studies, LA&PS, effective FW2024.
- Establishment of an Honours Minor BA Degree Program in Chinese Studies, Department of Languages, Literatures and Linguistics, LA&PS, effective FW2024.
- Closure of the International Bachelor of Business Administration degree program, Schulich School of Business, effective F2026.

Reports

President

President Lenton spoke to the following:

- Acknowledgement that Community members are affected by current world events, actions undertaken by the University to keep them safe and York's contribution to the solution.
- FW 2023-2024 enrolment update and flow-through resource challenges.
- Report of the Auditor General value-for-money audit of the University is expected in late Fall.
- *Blue Ribbon Panel on Financial Sustainability in the Postsecondary Education Sector* report is expected soon.

The Senate of York University Synopsis

Executive Committee

Information items included the following:

- Approval of an Academic Policy, Planning and Research Committee member, nominated by a Faculty Council.
- Senate Executive priorities for 2023-2024.

Academic Policy, Planning and Research Committee (APPRC)

The Chair, Senator Davis, spoke to the Committee's 2023-2024 priorities and actions to date.

Academic Standards, Curriculum and Pedagogy (ASCP)

The Chair, Senator Michasiw, spoke to the ongoing work on ASCP priorities, including the Academic Conduct Policy; collaboration with the Office of the University Registrar on progressing the new grading schemes; discussions on Generative AI; and continuing discussions on the waiver of requirement for "Attending Physician Statements" – for which ASCP anticipates requesting an extension to the waiver via Senate Executive, in November.

ASCP is looking into the possibility of proposing guard rails around the weight of final exams, which can form 85% of a student's final grade. Progress on the item will be reported on at a future meeting.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **26 October 2023** meeting for details about the items reported.

<https://www.yorku.ca/secretariat/senate/meeting-agendas-and-synopses/>

Senate's next meeting will be held at **3:00 pm on Thursday, 23 November 2023**.